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NASIS

DESIGNS, PROCEDURES, INSTRUMENTS
AND FORMS FOR THE
1980 NASIS

UNL

NEBRASKA ANNUAL SOCIAL INDICATORS SURVEY

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NASIS-80 #1

DESIGNS, PROCEDURES, INSTRUMENTS
AND FORMS FOR THE
1980 NASIS

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Price: $7.50

DESIGNS, PROCEDURES, INSTRUMENTS AND FORMS

for the 1980 NASIS

Introduction

This report presents a detailed account of the design and fielding of the fourth Nebraska Annual Social Indicators Survey. Users of NASIS80 data will find it an important reference source for answers to questions about how the information was gathered.

The Nebraska Annual Social Indicators Surveys were conceived as vehicles both for producing current, topical information about Nebraskans and also for monitoring change in life quality. Thus the surveys alternate between a cross-sectional and a panel component: each odd year the initial panel from 1977 is reinterviewed, whereas each even year a fresh cross-sectional sample is chosen. As an even year, NASIS80 represents a new cross-section of the adult population of Nebraska.

As in earlier surveys, NASIS80 is a joint effort of the Sociology Department of the University of Nebraska-Lincoln and a variety of public agencies. While the final responsibility for the design and fielding of the survey rests with the Bureau of Sociological Research, both the costs of the survey and the planning of it have been shared through an Advisory Committee of public agencies.[1]

Instrument Design and Item Selection

The Nebraska Annual Social Indicators Surveys are designed to meet the data needs of a diverse group ranging from sociological researchers to health planners. In order to meet these needs, the instrument for each survey is developed in two stages. First, a set of "core" questions is developed. These are repeated each year and cover basic demographic information, the quality of life, and general sociological indicators. The second set of questions comes from the agencies and organizations that participate in the survey. The two sets of questions are interdependent, thus the core questions are evaluated by participating agencies and the agency questions are evaluated by the Executive Committee of the Bureau of Sociological Research.

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[1] See Appendix A for a copy of the prospectus which details the circumstances under which public agencies participated in the Survey as well as a list of the membership of the NASIS80 Advisory Committee.

In order to meet the goal of providing trend data on the quality of life in Nebraska, a primary factor in choosing core questions for NASIS80 was comparability with the earlier three studies. The core questions included in the previous three surveys were carefully evaluated for utility, comparability with other surveys, and validity. On the basis of this review, a few core questions were replaced, some were discarded, and some reworded. Approximately 75 percent of the core questions appear exactly as they did in the earlier surveys. The only major change in the core questions was the way data are gathered on income. The previous method of asking income (detailed data on sources of income, exact amount from each source, and exact amount of total income) produced an undesirably high level of refusals and "don't knows": 22 percent in 1979. Thus it was decided to ask income in categories only. While this produces less exact and less flexible data, it was hoped that it would provide general economic data on many more households. This expectation was borne out: in NASIS80 only 5.3 percent of households failed to provide income data.

The next step in the development of the instrument was to determine the data needs of the participants in the survey. Public agencies and faculty members all submitted questions which they wanted to have inclüded in the survey. Aside from the core questions and questions included by the Study Dirctor, all of those submitting questions were "buyers," i.e., they contributed toward the cost of the survey in proportion to their data needs. As the questions from each buyer came in, they were subjected to 20 pretest interviews conducted by five professional interviewers. The information from these pre-tests was used to improve the questions as well as to provide an estimate of interviewing time needed for each question set. For many buyers, this procedure was repeated two or three times in order to trim time or to test revisions in the question wording.

In developing the instrument for NASIS80, it was our goal to keep the interview to a maximum of 45 minutes. Past experience suggests that this is the maximum length of interview that can be sustained without loss of data quality due to respondent (and interviewer) fatigue. The pre-tests on individual question-sets and the core items indicated that the total time needed for these items would be close to 55 minutes. In order to reduce this time, but still provide all buyers with the data they needed, four buyers agreed that data on half of the sample (900 cases) would be sufficient for their purposes. Thus, two forms of the instrument were developed. One form contained questions on water rights and detailed pesticide use; the other contained questions on recreation and welfare services. A few general questions on taxation and the university were also only asked of half of the sample. This strategy reduced the length of the interview to 45 minutes.

At this stage an interview schedule was roughed out and pre-tested in its entirety. The pretests were completed by five professional interviewers, all by telephone and in the city of Lincoln. Interviewers selected a household in the city that did not contain a friend or relative. During the pre-tests interviewers were instructed to be particularly observant for problems in wording, item ordering, and skip patterns. Following the pre-tests, a debriefing meeting was held with the interviewers to go over the schedule item-by-item and to discuss problems encountered and reactions to the interview. The results of these complete pre-tests indicated that the average interview length was 45 minutes, as estimated. As a result of the pre-tests, a few changes were made in question wording, some additions and clarifications were added to the interviewer's manual, and so on. The results of the pre-tests were communicated to individual buyers, some of whom altered their questions in light of pre-test information.

Simultaneously to the pre-testing, copies of the roughed out schedule were circulated among members of the Advisory Committee and all buyers. A unique feature of the NASIS series is that the data needed by many organizations and for many purposes are all gathered on the same population. This means that agencies or scholars whose primary interest is in health may have the benefit of information on alcoholism, on victimization, and on affiliation to increase the value of their data. Thus, each participant in the survey is vitally interested not merely in the inclusion of their own questions, but also in the selection of other participants and the core questions. A meeting was held of all buyers and members of the Advisory Committee to review the study design and the instrument. Questions and comments were solicited and some adjustments made as a result of these. Major changes from earlier years, such as the wording of the income questions, were carefully reviewed and approved. The final schedule is a joint product reflecting the data needs of these participants.

Schedule Construction

For the most part, all respondents in NASIS80 answered the same questions. The exception was a ten-minute segment which, for half of the sample, contained questions on water use, pesticides, and state taxes, and for the other half, contained questions on recreation, welfare services, and the university. The alternation of these two ten-minute segments required the preparation of two separate forms of the schedule. The completed schedules were placed in a stack alternating the two forms and numbered from 0001 to 2200. Interviewers were instructed to use the schedules in order to ensure that each form was used for half of the the interviews. A copy of the complete schedule is in Appendex B.

Population Sample and Sample Size

The sample is drawn from a population consisting of non-institutionalized persons in households with telephones residing in the State of Nebraska during the survey period (February through April, 1980). Persons under 18 years of age, persons in custodial institutions, group living quarters, and on military reservations, and transient visitors to the state are excluded from the sampling universe. The sample size was targeted at 1800 respondents.

The Sampling Design

Because random digit dialing was found in evaluation of NASIS77 to produce samples comparable to that of more expensive and time-consuming area probability techniques, the entire sample for NASIS80 was selected through the random digit dialing process.

The procedure for random digit dialing requires getting a list of all three-digit exchanges in the area to be covered and randomly selecting four-digit numbers as suffixes from a universe of all possible four-digit numbers. Every number, including unassigned, unlisted, previously assigned, and newly assigned numbers have equal probability of inclusion in the sample. If an equal number of four-digit numbers are selected from each three-digit area, the numbers will be good in proportion to the population of the area and a self-weighted simple random sample results.

A list of all three-digit exchanges in the State of Nebraska was purchased from the telephone company. These were fed into a computer program that generated a set of random four-digit numbers for each of the three-digit prefixes. Based on the experience of earlier NASIS surveys, 70 random numbers were generated for each prefix.

A crucial step in using random digit dialing in rural areas is the screening of out-of-range numbers. In small communities, all numbers may be assigned within a very narrow range, say 1150 - 1199, so that only a small percentage of all possible four digit suffixes are good numbers. In order to reduce the waste of interviewer time entailed in calling non-existent numbers, ranges were established for all prefixes in the state. Telephone directories covering the entire state were purchased and systematically checked to establish for each prefix a range within which numbers were assigned. Through this process some prefixes were also removed from the sample, for example prefixes for government agencies.

The ranges for each prefix were then fed into the computer and the 70 random numbers produced on the first pass were screened through these ranges. Only those four-digit suffixes falling within the range were printed. Each number produced by this last step was printed on a separate cover sheet. This cover sheet included the area code, dialing instructions, and the name of the town where the number was located in addition to preliminary interview instructions. A copy of the cover sheet is included in Appendix C.

Selection of Respondent from Household

As NASIS is intended to be a sample of persons rather than households, a procedure was necessary to select the persons to be interviewed in each household contacted using a probability process. It would not be sufficient or representative to interview the person answering the telephone as these persons are not likely to be a random sample of all persons over 18 in the household.

Selection of respondents was accomplished by means of a set of selection tables[2] randomizing the person to be interviewed for households with different numbers of eligible respondents. The selection table was printed on the same cover sheet containing the telephone number to be dialed. Each selection table contained a designated respondent number for each household size category. Thus, if the household contained 3 eligible respondents, one-third of the selection tables called for interviewing the first person listed, one-third the second listed, and the final third, the third person listed. In this manner, every eligible respondent had an equal probability of being selected within households with the same number of eligible respondents. (Interviewers were given a predetermined order in which eligible respondents were to be entered into the table, i.e., wife, husband, then by age, so that it was not possible for them to manipulate the selection tables so that the respondent was the person on the telephone.) After determining the designated respondent, the interviewers were then instructed to ask for that person, if the designated respondent was not the person initially answering the telephone. Often several additional telephone calls were necessary in order to find the designated respondent at home.

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[2] The same procedure was used to select a child for a set of questions requiring a sample of children. A seperate selection table was printed on the corner of the cover sheet for this selection process (See Appendix C).

It is obvious that a person in a household with five possible respondents would only have one-fifth the chance of being included in the sample as persons living by themselves. Weighting procedures are used in the computerized data file to adjust for these differences in selection probabilities. Thus the resultant sample is of individuals drawn from a sample of the population of individuals and can be treated as a simple random sample. If a sample of households is required, however, it can be achieved by altering the weighting procedures.

Interviewer Training, Supervision, and Quality Control

All of the interviewers had previous experience in telephone interviewing, and the majority were highly skilled with many years of interviewing experience, not only on local projects but also for such national survey organizations as NORC and the U.S. Bureau of the Census. With only a few exceptions, all of the interviewers used in the survey had previous experience with NASIS.

A field supervisor, herself an experienced interviewer and supervisor, was employed to handle the day-to-day supervision, training, and scheduling of the interviewing. The field supervisor worked closely with the study director in monitoring the progress of the survey and dealing with problems as they would arise. Training for the interviewers involved two steps. First, the Study Director and Interviewer Supervisor met all interviewers in a four-hour session and went over in detail the schedule and the procedures to be used. Each interviewer was given a detailed instruction manual (Appendix D) which they were instructed to read through carefully and which they were required to bring with them each time they interviewed.

Secondly, all interviewers were required to do five practice interviews which were carefully examined by the field supervisor for errors in skip patterns, inadequate records on open-ended questions, etc. (The five interviewers who participated in the pre-tests were not required to participate in this part of the training as they already had substantial experience with the instrument.)

All of the telephoning was done from the offices of the Bureau of Sociological Research in Lincoln using the state WATS line and the direct free line to Omaha. The only calling done at home was a portion of the calls to persons with Lincoln exchanges. The consolidating of interviewing provided an opportunity for very careful supervision. The Supervisor, Study Director, and others on the Bureau staff were always accessible so that questions from the interviewers could be handled immediately and, if necessary, the respondent called back. Further, the interviews were generally conducted within the hearing of supervisors. This helped to identify interviewing problems and difficulties. The interviewers were required to edit their own interviews before turning them in, after which each interview was very carefully edited by the Field Supervisor or the Bureau staff. This was done on a daily basis so that errors could immediately be brought to the attention of the interviewers and corrected. If answers were recorded incorrectly or questions skipped, the interviewer was asked to call the respondent back and correct the error. In addition, five percent of each interviewer's work was verified by a second call to the respondent by the Field Supervisor.

Processing of Completed Interviews

Completed interviews were carefully processed and recorded by the Bureau staff to ensure that each interview was accounted for and its progress along the various steps of editing, coding, keypunching, etc., could be monitored. All interviews were recorded in a process control log. An example of this log is given in Appendix E.

The first step of the processing involved the assignment of a sequence number which was recorded on the cover sheet and on the first page of the interview schedule. Each interview was checked to make sure the cover sheet showing respondent's name, telephone number, and interviewer I.D. was attached to the interview. Then each interview was entered into the process control log and edited by the Bureau staff. Interviews with problems were returned to the interviewers to be corrected, correct interviews were ready for keypunching. This was done directly from the schedule as card numbers and column numbers were included in the printed schedule. Ten IBM cards of data were keypunched during this step. Every interview was also punched a second time on the verifier. Verification is done to greatly reduce the chance of keypunching errors. As these steps were completed, the completion data was recorded in the log.

Information that could not be keypunched directly from the schedule was first processed through a coding procedure (described below) and the additional five cards of data were keypunched and verified.

The final process control step was the separation of the pages of the interview containing information that could identify the respondent by name or telephone number from the rest of the interview schedule. This involved removal of the cover sheet and the last several pages of the interview schedule. Since the sequence number and case identification number were recorded on both the cover sheets and the first pages of the interview schedule, these pages can be related back to the interview at a later date if necessary. This will be required only for data cleaning purposes and for locating the respondents again for future surveys. The information is separated in order to permit storage of the interview schedules without endangering the confidentiality of which the respondents are assured; the identifying pages themselves are stored in a locked cabinet.

Coding

Those items that could not be punched directly from the interview schedule were subjected to a coding process. This involved answers to open-ended questions, coding of geographical information, and assignment of occupational codes and prestige rankings. Coding was done by experienced Bureau staff. Appendix F contains the coding instructions used, the forms on which the inductive classifications were recorded, and the procedures for assignment of geographical codes. Also found in this appendix are the actual code values assigned for the core questions.

Data Automation and Cleaning

Keypunching the information collected on the interview schedule permits manipulation of the data by computer. The fifteen cards of information for each case were moved to computer disc storage for pre-processing and data cleaning. The Statistical Package for the Social Sciences (SPSS) was the computer software package used to process and document this data set. The first step in data cleaning was to generate frequency distributions on each of the variables in the data set. These frequencies were then closely examined for codes that were not within the range of those assigned or codes that appeared to give unusual results. The identification numbers of the cases containing those codes were then printed out and the interview schedules examined to find the reason for the stray codes. Two kinds of errors were found and corrected in this manner: keypunching errors and errors in the manner in which an answer was recorded on the interview schedule. Most errors will have been detected and corrected using this procedure. This does not mean that all such errors were located. Some "hidden" errors were located and corrected, but more are expected to be present. However, because of the extensive editing and verification processes employed, only a very small fraction of the answers are likely to remain in error. As these errors are found, corrections will be made in the basic data set and users informed.

A second major step in establishing the basic data file in SPSS format was differentiating between the different types of schedules. Procedures were established for identifying different forms of the same questions and for identifying those respondents whose schedules did not include the water resources or the pesticide use questions.

The cleaned, coded data were stored in an SPSS archive file containing over 1000 variables. A list of all variables in the archive file and the names used by the SPSS program for each variable are included in Appendix G. Data sets for users involving subsets of items in the file were generated by removing the items from this main file. A codebook of most items on this file was generated and is stored on computer tape. Copies can be produced economically upon request.

The most economical and flexible manner to use the NASIS data is on the computer with the SPSS program. However, small card or magnetic tape files can be generated from the larger file for those without access to a machine containing SPSS.

Survey Response Rate

A total of 1916 usable interviews was obtained. Of these, 43 were only partially completed because the respondent was unable or unwilling to continue until the end of the interview schedule. These were retained in the sample as some information on reluctant individuals is more valuable than no information at all. These partial interviews are identified as such in the data file.

Table 1 presents a detailed breakdown of the outcome of each number drawn in the RDD sample. The screening of out-of-range numbers and the few duplicates eliminated the need to call 81 percent of the 39,532 random four-digit numbers selected. Of the numbers to which calls were made, 31 percent resulted in a contact with an eligible household. It was not possible to ascertain how many of the 16 percent of the numbers with no answer were eligible households. Many are likely to be unassigned numbers in areas not equipped with automatic answering devices. All of the 7450 numbers printed for the sample were placed in a random order before interviewing started. So that, when the desired number of interviews was obtained, interviewing could be stopped. Approximately 10 percent of the numbers generated were not called during the survey.

Of the 2345 eligible households contacted by an interviewer, 80 percent resulted in a completed interview and an additional 1.8 percent in a usable partial interview. The overall refusal rate for the survey was 18.6%. This refusal rate includes many refusals by the person answering the telephone before a designated respondent could be determined. It should be noted that the sample exceeds the targeted 1800 largely because the refusals were called back during the last week of the survey. Ten percent of these calls were successful and produced an additional 53 interviews.

Estimates of Sampling Error.

As this sample is a simple random sample of all households with telephones, estimates of sampling error are very straightforward. For easy reference Table 2 presents already computed sample errors for some of the most likely sample sizes. Exact sampling errors for alternative specifications of sample size and reported percentages can be easily computed using the following formula for the 95% confidence level: Sampling error = $1.96 \sqrt{pq/N}$.

Representativeness of the Sample

In this section, the accuracy of the 1978 sample is evaluated by comparing selected characteristics of survey respondents with estimates of those characteristics taken from the U.S. Census and estimates prepared by the UN-L Bureau of Business Research. We will evaluate our sample on the basis of regional distribution, age, sex, race, education. The latest information on the latter two characteristics is from a 1976 Census report and thus these comparisons will not be exact. On the other hand, accurate estimates of age, sex, and regional distribution of the population of Nebraska are prepared annually by the Bureau of Business Research and it is possible to specify quite narrowly what a representative sample should look like in these regards.

The most accurate comparisons possible are population distributions by region. The most recent estimates for the State of Nebraska are the provisional estimates for July 1, 1978 prepared by the UN-L Bureau of Business Research. Their estimates divide the State of Nebraska into six geographic regions by combining Planning and Development Regions (See Figure 1). Table 3 compares this regional distribution with that from NASIS. (Note that because we are comparing distributions of persons rather than number of households, the entire household has been counted in the NASIS figures rather than just the respondent.) The two columns in Table 2 are very close to one another, indicating that the RDD procedure for NASIS80 has produced a regionally representative sample.

Relatively accurate comparisons are also possible with age and sex distributions of the state. In 1976 the Bureau of Business Research projected the population of the state to 1980 by age and sex, using a cohort survival projection method. These distributions are more current than the 1970 Census figures and take into consideration changes in the population in the last decade. Table 4 shows a comparison between NASIS80 respondents and the medium projection for 1980. Only minor differences are noted in the age distributions: NASIS80 respondents slightly underrepresent younger and older adults in favor of those in the middle years. These differences are seldom more than one percentage point, however, and the sample is judged to be representative of the population by age.

In regard to sex, the comparisons in Table 4 indicate that NASIS80 somewhat underrepresents males: only 44.7% of the sample is male, whereas 48.8% of the population over 18 is estimated to be male. This is a problem of almost all sample surveys, largely arising from the fact that men are somewhat more likely to refuse to be interviewed than are women. (Our procedure of calling all numbers five times guards against underrepresenting men simply because they may be home less.) Because sex of the respondent is so closely related to many variables, a weight to correct for this underrepresentation is used. The weighting procedure is discussed in more detail below.

Comparisons with 1976 Census estimates are presented in Table 5 for the racial and educational composition of the sample. The racial composition of the sample is very close to that of the 1976 population of Nebraska. The educational distributions show more difference, with the NASIS sample tending to be somewhat better educated than the 1976 Census figure would suggest. This is expected as the educational situation in Nebraska is likely to have improved somewhat since 1976. In addition, there is likely to be some bias in that most surveys, including ours, do tend to overrepresent those with more schooling.

NASIS Weights

Data from NASIS80 are available in two forms: an unweighted data set that is representative of households in Nebraska and a weighted data set that is representative of adults living in Nebraska.

The RDD procedure used to generate the sample for NASIS80 ensures that all households in the state with telephones have an equal probability of selection into the sample. Thus the unweighted data from NASIS80 describe a representative sample of households in the state. In this form, however, the data are not representative of adults living in the state. That is, within individual households, an adult living by himself (or more often herself) has twice the probability of selection as does an individual living with another adult. Thus we introduce a weight, called PWATE, which includes a correction factor to compensate for differential probability of selection of the respondent within households with varying number of adults. This weight also includes a correction for the slight sex bias noted in Table 4. When using PWATE the sample is representative of individuals 18 and over living in households with telephones in the State.

All analysis with the data set must specify whether the unweighted or the weighted data are required. When the user is interested in characteristics of households in Nebraska, the unweighted sample should be employed. On the other hand, when the analyst is interested in characteristics of individuals, PWATE would be the appropriate choice.

Cost of the Survey

The basic costs of fielding the survey are presented in Table 6. The total cost of fielding the survey was $49,943.67. This includes an estimate of the programming time which will be required in the post-survey months to fill buyers' requests and to completely clean the data set. Not included in this breakdown is the time of the Bureau Director or that of the faculty members who made significant contributions to the design and analysis of the survey. Computer charges are also not included. These costs, close to $2500, are part of the university's support for the project.

Table 1

Outcome of All Numbers Selected in the Random Digit Dialing Sample

Total Random Numbers Drawn			39,532
I. Pre-screened out-of-range numbers (and 60 duplicates)			32,082
II. In-range numbers from which sample drawn			11,794
			7,450
A. Total Inappropriate Numbers			3,281
Unassigned	2,747		
Business	521		
Other	13		
B. Total Numbers With No Answer			1,185
After 5 calls	916		
After less than 5 calls	169		
C. Numbers in Sample Never Called			733
D. Total Eligible Households Contacted			2,345
Completed interview obtained	1,873		
Partial interview obtained	43		
Refusal by person answering	156	18.6%	
Refusal by designated respondent	279		

Table 2

Approximate Sampling Error of Percentages (Expressed in Percentages)*

Reported Percentages	Full Sample N = 1912	75% Sample N = 1434	50% Sample N = 956	25% Sample N = 478	10% Sample N = 191
50	2.24	2.59	3.17	4.48	7.09
30 or 70	2.05	2.37	2.90	4.11	6.50
20 or 80	1.79	2.07	2.54	3.59	5.67
10 or 90	1.34	1.55	1.90	2.69	4.25
5 or 95	.98	1.13	1.38	1.96	3.09

*For most items the chances are 95 in 100 that the values estimate lie within a range equal to the reported percentage, plus or minus the sampling error figure given in the table.

Table 3

Percentage Distribution of Population by Region

Region	Provisional 1978 Estimate of Population*	Population in Households from NASIS-80
Panhandle	6.2%	7.2%
Southwest	8.6	9.2
South Central	12.4	12.6
North	13.9	14.3
Omaha Area	34.9	33.1
Southeast	24.0	23.5

*Latest estimate available for Nebraska population by region. From Bureau of Business Research, July 1, 1978, Population Estimate.

Table 4

Comparison of Estimated 1980 Age and Sex Distribution of Nebraska with 1980 NASIS Respondents

Age	1980 Population Estimates*	1980 NASIS**	
18-19	5.2%	6.0%	
20-24	13.3	11.4	
25-29	12.7	12.5	
30-34	10.4	11.0	
35-39	7.8	8.3	
40-44	6.8	7.5	
45-49	6.7	6.9	
50-54	6.8	7.8	
55-59	6.7	6.0	
60-64	6.0	6.2	
65-69	5.3	6.5	
70-74	4.6	4.1	
75 and over	7.6	5.8	
Sex			
Male	48.8	48.8	(44.7)
Female	51.2	51.2	(55.3)

*Based on Nebraska Population Projections II, Prepared by Vicki Stepp. 1976. Table 10, Revised 1980 Projected Age Structure, Medium Series. Lincoln: Bureau of Business Research.

**These figures have been computed using PWATE, which adjusts the sample for probability of selection within households and for sex bias among the respondents. The sex distribution without the adjustment for sex is in parentheses. See text for full explanation of these procedures.

Table 5

Comparison of Distribution by Race and Education from NASIS 80 and 1976 Census Estimates for Nebraska

Characteristic	1976 Estimate*	NASIS-80
Race		
White	96.6%	96.1%
Black	2.7	3.0
Other	0.7	0.9
Education		
Less than 8 years	14.4%	9.4%
9 - 11 years	11.3	10.2
12 years	40.2	43.4
13 - 15 years	19.8	20.7
16+	14.3	16.1

*Table 235, "Years of school completed, 1976, by persons 18 years old and older," 1979 Statistical Abstract. Washington, D.C.: Government Printing Office.

Table 6

Summary of Expenses, NASIS-80

Secretarial-Typing	$ 455.00
Coding-Clerical	10,819.05
Keypunching	3,644.55
Interviewing	18,069.50
Field Supervision	684.75
Programming	7,429.00
Xeroxing	388.85
Office Supplies	363.29
Telephone	8,089.67
Total	$49,943.66

Cost Per Interview: $\frac{\$49{,}943.66}{1{,}916} =$

$ 26.07

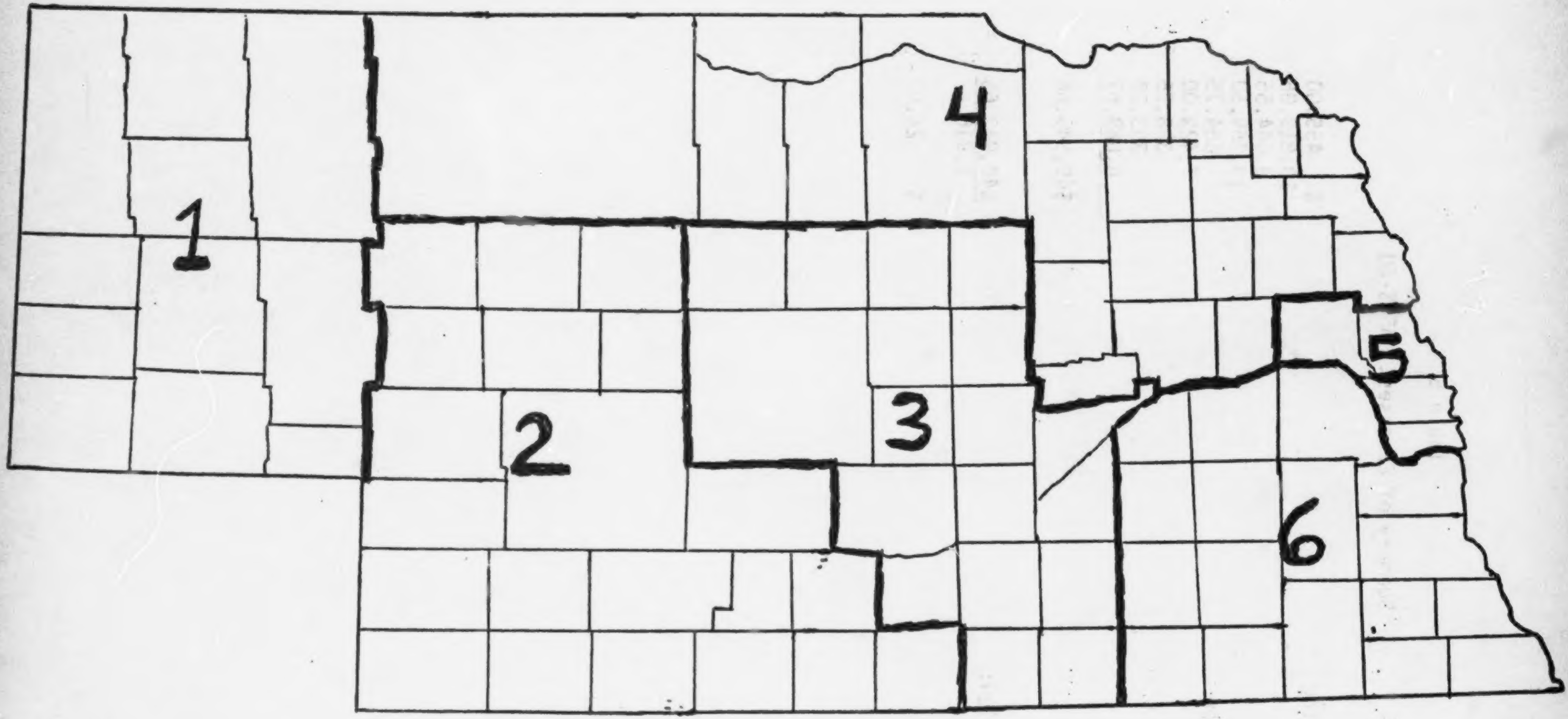

Figure 1: Areas of State Used for Comparison Purposes

APPENDIX A

PROSPECTUS

NEBRASKA ANNUAL SOCIAL INDICATORS SURVEY (NASIS)

Prospectus 1980

Bureau of Sociological Research
Sociology Department
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402-472-3672

Lynn K. White, Bureau Director

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WHAT IS IT?

The Nebraska Annual Social Indicators Survey (NASIS) is an omnibus survey of the quality of life in the state. NASIS is a product of the Bureau of Sociological Research of the University of Nebraska-Lincoln working in collaboration with state agencies and other educational and research organizations. Each year (beginning in 1977) a representative sample of Nebraskans is interviewed by telephone about the environment, housing, transportation, health, crime, occupation, education, family life, and other matters that reflect the quality of life they experience. The data are used by a variety of organizations for policy and program planning and by faculty and students at the University of Nebraska for research. In addition, NASIS data from trend and panel surveys are used to monitor change in quality of life. After each year's survey, reports are prepared and made available for general use.

HOW IS IT FINANCED?

The Nebraska Annual Social Indicators Surveys are financed jointly by the University of Nebraska-Lincoln and by State agencies who wish to include questions on the survey. Some public agencies and University Departments buy time on the survey on a once-only or over-time basis. Others buy special memberships that entitle them to inexpensive access to the data. The remainder of the funding comes from the University as an extension of its objectives of providing research and service to the State.

HOW IS IT ORGANIZED?

The Bureau of Sociological Research conducts the study and has final responsibility for the organization and structure of the survey and produces reports under its name. Public agencies and University Departments, however, play an integral role in planning each survey. The NASIS Advisory Committee, consisting of representatives from State and local agencies, University Departments, and other Nebraska Colleges and Universities, is active in planning the details of each survey including sampling design, questionnaire development, field work, data analysis, and report preparation. Contact is maintained by phone, mail, meetings, and workshops and serves: (1) to advise members of our progress; (2) to obtain the benefit of their thinking on the project; and (3) to devise ways in which the survey might be more fully utilized by policy, program, and research organizations. The committee serves in an advisory capacity, but does not have authority to direc the policies and procedures of the project. Members of the Advisory Committee are listed below. Those marked with an asterisk (*) have bought time or special memberships.

- State of Nebraska
    - *Division on Alcoholism, Nebraska Department of Public Institutions
    - *Division of Health Systems Planning, Nebraska Department of Health
    - *Division of Research and Statistics, Nebraska Department of Public Welfare
    - Division of Vocational Rehabilitation, State Department of Education
    - Nebraska Commission on Aging
    - *Nebraska Commission on Law Enforcement and Criminal Justice
    - *Nebraska Department of Economic Development
    - *Nebraska Department of Energy
    - Nebraska Department of Health
    - Nebraska Department of Labor
    - Nebraska Department of Roads
    - Nebraska Equal Opportunity Commission
    - *Nebraska Game and Parks Commission
    - Nebraska State Office of Planning and Programming
    - Nebraska Technical Assistance Agency
    - Planning and Research, State Department of Education
    - *Social Services of Lincoln and Lancaster County
- University of Nebraska
    - Agricultural Experiment Station, Lincoln
    - Agricultural Extension Service, Lincoln
    - *Bureau of Business Research, Lincoln
    - *Center for Applied Urban Research, Omaha
    - Community and Regional Planning Department, Lincoln
    - *Cooperative Extension Service, Lincoln
    - *Gerontology Program, Omaha
    - Institute of Agriculture and Natural Resources, Lincoln
    - Institute for Research and Planning, Lincoln
    - *Political Science Department, Lincoln
    - *Sociology Department, Lincoln and Omaha
    - *University of Mid-America, Lincoln

Other
  *Boys Town Center for the Study of Youth Development
  *Creighton University, Sociology Department
  Hastings College, Sociology Department
  Kearney State Teachers College, Sociology Department
  Lincoln City-Lancaster County Planning Department

Public organizations interested in becoming a member of the Advisory Committe should call the NASIS Study Director about becoming a member. Those who do not wish to be on the Advisory Committee but wish to remain informed about NASIS should call the Bureau of Sociological Research and request to be placed on the mailing list.

WHAT DATA ARE COLLECTED?

Part of the survey varies from year to year. Some agencies only purchase items on one survey. They appear one year only. Other agencies buy the same items year after year in order to assess change. Such items appear many times.

The data gathered by each survey thus vary from year to year. There is, however, a core of quality of life items that appears on each survey. These item were selected in consultation with the Advisory Committee to meet two criteria: (1) provide information of most use for policy formation at the State and local level; and (2) provide maximum comparability with other social indicators data banks.

HOW IS THE STUDY DESIGNED?

The sampling frame and procedures are based on techniques used extensively by the major national survey research centers. They are designed to provide the best quality data possible. Probability procedures are used to permit accurate estimation of sampling errors and to minimize problems associated with sampling bias.

Definition of Population to be Sampled

The sample is drawn from a population consisting of non-institutionalized persons residing in the State of Nebraska during the survey period living in households with telephones. Persons under 18 years of age, persons in custodial institutions and on military reservations, transient visitors to the state, and persons without telephones are excluded from the sampling universe. The sample is of individuals drawn from the population of individuals and not a sample of households. However, household information is obtained and individuals in the sample provide information on other household members.

Sampling Technique

The sampling technique used by NASIS is random digit dialing (RDD). This technique has been carefully evaluated for its validity. NASIS 1977 included both a sample chosen by random digit dialing and one chosen by conventional area probability techniques. Extensive comparison of the results of the two sampling techniques (Johnson, 1977; Johnson and White, 1978) demonstrated that the RDD techniqu produces results comparable to conventional sampling procedures but at significant lower cost.

The basic logic of an RDD sample is very simple. Within each three-digit exchange in the survey area, four-digit suffixes are selected randomly from all possible four-digit numbers. Every number, including unassigned, unlisted, previousl assigned, and newly assigned numbers has an equal probability of inclusion in the sample. An equal number of four-digit numbers is selected from each prefix; these numbers are good in proportion to the population within that exchange and a self-weighted simple random sample results. This procedure overcomes the problems inherent in getting telephone numbers from directories: that directories are often compiled twelve or more months before interviewing takes place and that unlisted numbers are excluded.

Interviewing

All interviewing is done on the telephone by experienced, professional interviewers. The interviewing takes place from the offices of the Bureau of Sociological Research during February-April of each year. This procedure makes possible a high degree of quality control as all interviewers are centrally located and are closely supervised.

Sample Size

The sample will consist of 1800 respondents. The sampling error for a sample size of 1800 is 2.4 percent. The design is based on an acceptable level of error for regional subsamples based on the proportion of the population in the smallest region when the State is divided into six or fewer regions. When divided into six regions, the smallest region would contain not less than 4 percent of the State's population (approximately 72 respondents in a sample of 1800). Around ± 12 percent accuracy at the 95 percent confidence level is defined as the acceptable tolerance limit for this size subsample. The six regions are the planning areas used most extensively by State agencies for programmatic purposes.

Sample Components--The Trend and the Panel Surveys

NASIS is designed to serve two functions: first, to provide contemporary data on single years and secondly, to provide a picture of changes in quality of life in the State. To that end, NASIS has two components, a trend and a panel segment.

The NASIS study design calls for using the 1977 respondents as the basis for a panel. These respondents will be re-contacted every two years (1979, 1981, and so on) until they leave the population through death or migration, refuse to participate any longer, or cannot be located after a residential move. The panel will be used both to describe conditions in the current year and to describe changes over time. On even years, the sample will be a simple cross-sectional selection of the population chosen by Random Digit Dialing procedures. As 1980 is an even year, a new sample will be independently selected and will serve as a trend sample. Persons interviewed in these trend surveys will be used to supplement the panel study: All individuals identified in an even year who have just turned 18, have just been released from institutions, or who have just moved to the state wil automatically become permanent members of the panel. In addition, quota procedure will be used to replace persons leaving the panel because of nonresponse. Such supplementation procedures will keep the panel segment representative of the population from year to year and prevent the dating and aging of panels common to other designs.

Other Design Considerations

A. Special subsamples within the general frame. It may be that a user does not want information on all respondents but only a clearly specified sub-populatio Provisions can be made in the design to interview either a random segment of the total or a systematically selected segment based upon respondent characteristics. The cost per minute of survey time would be adjusted in these cases.

B. Additional interviews added to increase subsample size for a special study area. Provisions are made within the design for oversampling either perso in certain geographical areas or possessing certain characteristics (e.g. Mexican-Americans or inhabitants of a certain county). Some oversampling will involve a straightforward extension of the sampling design and can be done with minimal additional expense beyond the per unit cost. Additional interviewing involving new sampling procedures or screening designs would have to be integrated at considerable additional per unit cost.

C. Coding of geographical location of respondent. A complex location cod will be included on each respondent's record to permit subdivision of the sample into any kind of regional configuration that may be developed. This will permit flexibility in the present climate of controversy over regional delineation of the State.

D. Confidentiality of responses. No user of the data, either within or outside of the University, shall have access to the names and addresses of the respondents. This information will be held in complete confidence by the Bureau of Sociological Research and will only be used to find respondents from one year to the next and to verify the work of the interviewers.

WHAT DOES IT COST TO USE NASIS?

There are two ways an organization may make use of the Nebraska Annual Social Indicators Survey. One is to buy questions on the survey and thus to specify the data they want to be gathered. The other is to buy access to the data collected without adding additional questions.

Buying Access to the Data

Organizations who wish access to the data without adding questions to the survey may buy either single questions or entire data sets.

Organizations or individuals buying access to the data may buy access to individual quesions for $10.00 each or may gain access to all unrestricted items through purchase of a data set for $450.00. Frequency distributions on all purchased items will be provided. Computer charges for additional analysis will be billed at cost plus 20 percent. Programmer-analyst time is $15.00 per hour and statistical consultation is available for $25.00 per hour. Organizations may provide their own tapes or the Bureau of Sociological Research can provide tapes for $35.00 per tape. Users may wish to take advantage of buyer workshops which provide basic information needed to use NASIS data. Enrollment fee is $50.00. The information provided in the workshop is available from programmers but the individual instruction is more costly.

Buying Questions on the Survey

Organizations may purchase items on NASIS at $1,500 per minute of interview time. The time for a set of items is established by a pre-test conducted by NASIS staff. In return for the fee,organizations receive the responses to their questions from a random sample of at least 1800 Nebraskans plus cross-tabulations of their data with five basic demographic variables.

If an organization elects to have the Bureau of Sociological Research analyze the data, they will receive frequency distributions on the items they have purchased plus any ten items they choose from the core. In addition, they receive cross-tabulations of their items with five basic demographic indicators. Additional programmer-analyst time will be billed at $15.00 per hour. Computer charges over and above the basic frequencies and cross-tabulations will be billed at cost plus 20 percent. Access to additional core questions may be purchased for $10.00 per item. Access to the entire set of unrestricted items is available through the purchase of a data set for $450.00.

If an organization elects to do their own analysis, they will receive a data set containing purchased items plus any ten items they choose from the core in addition to five basic demographic indicators. Frequency distributions of these items are also provided. Organizations may supply their own tape or NASIS can provide one for $35.00. Additional core questions may be added to the data set for $10.00 per item or the remainder of the core and unrestricted items may be purchased with a Membership for $450.00.

User Obligations, Rights and Safeguards

City, State, Region, and other public service agencies along with other University Departments that purchase items in the trend or panel study have exclusive use of the items (not core items) they purchase for one year from the time they receive the data analysis, or until they publish their report, whichever is earlier. However, the items may be used by faculty and students for training purposes or to prepare scientific papers. Permission is to be obtained from the purchasing agency if such papers are to be read or published during an agency's exclusive use period.

Agencies may purchase core and other data analysis not under exclusive contract at any time. All users must file, in writing with the Study Director, a description of the analysis they intend to undertake. Data and analysis will not be sold to another agency to work on the same problem for a period of one year, or until the report is completed (if less than a year) or the agency waives such rights. Agencies must acknowledge the use of Nebraska Annual Social Indicators Survey data in all reports for which it is utilized as follows:

> The data were collected as part of the Nebraska Annual Social Indicators Survey conducted by the Bureau of Sociological Research, University of Nebraska-Lincoln. The Bureau of Sociological Research assumes no responsibility for the views or interpretations contained herein. A detailed description of the way in which the data were collected is contained in the booklet, "Nebraska Annual Social Indicators Survey" which may be obtained by writing Study Director, Nebraska Annual Social Indicators Survey, University of Nebraska-Lincoln, Lincoln, Nebraska 68588.

The Bureau of Sociological Research must receive two copies of all reports published using NASIS data.

WILL NASIS FINDINGS BE PUBLISHED?

Following each survey a series of short reports (3 to 10 pages) will be released on topics of general interest to the citizens of the State as well as on topics of interest to policy makers, administrators, and researchers in special areas. The topics selected depend on the interest and support of local participating agencies. Each report includes a section devoted to the implications of study findings for public policy. The reports are not in-depth analyses. Those requiring a more detailed analysis are encouraged to purchase same. A list of the reports available to date are listed on the last page of the Prospectus. They may be ordered from the Bureau of Sociological Research.

To maximize the utilization of the data it is possible for interested agencie to contract with the Bureau of Sociological Research for mini-workshops in which members of an agency meet with a NASIS staff member. The first part of the workshops might consist of a general report on the implications of the study for policy. This would be followed by the identification of specific issues, question and areas of policy formation in which the results of the study might constitute significant input. Subsequent discussion could focus on the means (staff meetings committee hearings, etc.) whereby these results might be utilized. Dependent on the outcome of the meeting subsequent analysis and interpretation could be undertaken.

If you have any questions about how NASIS can be used by your organization, please contact the Study Director. The NASIS staff is available to meet with you to discuss your data requirements and the cost and suitability of meeting them with NASIS data.

REPORTS FROM EARLIER SURVEYS

NASIS 77 # 1 Nebraska, The Good Life: A Comparison of the State and the Nation. Alan Booth. Price: $.50.

2 Who Enjoys the Good Life in Nebraska? Determinants of Perceived Quality of Life. David R. Johnson. Price: $.50.

3 Fertility in Nebraska: Current Trends and Prospects. Lynn K. White. Price: $1.00.

4 Nebraskans and Their Natural Environment. Susan Welch and Alan Booth. Price: $.50.

5 Designs, Procedures, Instruments, and Forms for the 1977 NASIS. David R. Johnson. Price: $5.00.

6 The Quality of Life of Nebraska's Elderly--A Paradox. Alan Booth. Price: $.50.

7 Marriage and Divorce in Nebraska. Lynn K. White. Price: $.75.

8 Tax Supported Income Supplements and Nebraska's Poor. Alan Booth. Price: $.50.

9 The Religious Situation in Nebraska, 1977. Hugh P. Whitt. Price: $.50.

#10 Ethnic Identification in Nebraska. Hugh P. Whitt. Price: $.50.

NASIS 78 # 1 More for Less: Nebraskans and State Government Programs. Alan Booth and Susan Welch. Price: $.50.

2 Nebraskans and Their Legislature: Part I, Information. Susan Welch and John Comer. Price: $.50.

3 Designs, Procedures, Instruments, and Forms for the 1978 NASIS. Lynn K. White. Price: $5.00.

4 Nebraskans and Their Legislature: Part II, Evaluation. John Comer and Susan Welch. Price: $.50.

5 Rural-Urban Differences in Nebraska: Debunking a Myth. Lynn K. White and Alan Booth. Price: $.50.

6 The State of the State in 1978: A Report from the Nebraska Annual Social Indicators Survey. Alan Booth and David R. Johnson. Price: $.75.

7 Nebraskans on the Move. Lynn K. White. Price: $.75.

8 Nebraska's Ethnic Heritage. J. Allen Williams, Jr. Price: $1.00.

9 Congressional District and Planning Region Databook for the State of Nebraska. Lynn K. White. Price: $1.00.

#10 Nebraska's Crime Victims. Steve Williams and Lynn K. White. Price: $1.00.

#11 Fun and Games: Nebraskans and the Great Outdoors. Alan Booth and Kathleen Foote. Price: $.75.

APPENDIX B

INTERVIEW SCHEDULE

Bureau of Sociological Research
Department of Sociology
University of Nebraska
Lincoln, Nebraska

NASIS-1980
INTERVIEW SCHEDULE

SEQUENCE NUMBER:

TYPE:
11 - 12

INTERVIEWER -

AFFIX NAME LABEL HERE
13 - 14 - 15

1. WRITE SERIAL NO. FROM COVER SHEET HERE: 16 17 18 19

2. TIME INTERVIEW BEGAN (Use 24 hour clock, i.e., 1 o'clock is 1300.) 20 21 22 23

3. TIME INTERVIEW ENDED (Including Interviewer Ratings at End.) 24 25 26 27

4. LENGTH OF INTERVIEW IN MINUTES 28 29 30

5. DATE INTERVIEW COMPLETED
Mo. Day
31 32 / 33 34

6. DAY OF WEEK INTERVIEW COMPLETED
M..... 1
Tu.... 2
Wed... 3 35
Th.... 4
F..... 5
Sat... 6
Sun... 7

1. First, I would like to know who lives there and a little about each person. What is the name of each person who lives there today, excluding temporary visitors. LIST IN ORDER - PRINCIPAL INCOME EARNER, SPOUSE, CHILDREN FROM OLDEST TO YOUNGEST, OTHER RELATIVES, OTHERS NOT RELATED TO PRINCIPAL INCOME EARNER (BOARDERS, FRIENDS, ETC.). FOR EACH PERSON NAMED, ASK: (RECORD ANSWERS ON SUMMARY TABLE.)

2. How is this person related to the principal income earner?

3. Is this person male or female?

4. What was this person's age on (his/her) last birthday?

5. Is this person married, never married, divorced, widowed, or separated?

5. How many years of schooling has this person completed?

   A. IF FINISHED 9th - 12th GRADE OR DK: Did (you/he/she) ever get a high school diploma or GED certificate?

   B. IF MORE THAN 12 YEARS, ASK: Do you (Does he/she) have any college degrees? IF YES, What degree or degrees?

(CODE HIGHEST DEGREE EARNED. RESPONSE CATEGORIES: Less than high school = 0; High School = 1; Associate or Junior College = 2; Bachelor's = 3; Graduate Degree = 4; DK = 8; REF = 9)

USE THE TABLE OF RANDOM NUMBERS ON COVER SHEET TO SELECT A CHILD. IN SELECTION PROCESS ONLY CHILDREN OF R. 6 - 17 YEARS OF AGE ARE ELIGIBLE.

CODE THE STATUS OF EACH INDIVIDUAL IN THE SURVEY.

Have I missed anyone who usually stays there but is temporarily away? (ENTER ON TABLE.) (THIS MEANS PEOPLE WHO NORMALLY LIVE THERE BUT ARE GONE FOR A SHORT PERIOD OF TIME. NOT, FOR EXAMPLE, COLLEGE STUDENTS OR OTHERS WITH ANOTHER ADDRESS WHO ARE AWAY MOST OF THE TIME. THESE WOULD NOT BE INCLUDED.)

SUMMARY TABLE FOR PERSONS IN DWELLING UNIT

	Relation to P.I.E.					Sex			Marital Status								Status in Survey				
RESPONDENT	P.I.E.	Spouse	Child	Relative	Other	1	2	Age	Married	Widowed	Divorced	Separated	Never Married	Married, Living Apart	Years of Schooling	Highest Degree	Respondent	R.'s Spouse	Selected Child	Other	
1.__________	1	2	3	4	5	M	F (37)	__ __	1	2	3	4	5	6	__ __	__ (43)	1	2	3	4	36-44
2.__________	1	2	3	4	5	M	F (46)	__ __	1	2	3	4	5	6	__ __	__ (52)	1	2	3	4	45-53
3.__________	1	2	3	4	5	M	F (55)	__ __	1	2	3	4	5	6	__ __	__ (61)	1	2	3	4	54-62
4.__________	1	2	3	4	5	M	F (64)	__ __	1	2	3	4	5	6	__ __	__ (70)	1	2	3	4	63-71
5.__________	1	2	3	4	5	M	F (73)	__ __	1	2	3	4	5	6	__ __	__ (79)	1	2	3	4	72-80
6.__________	1	2	3	4	5	M	F (12)	__ __	1	2	3	4	5	6	__ __	__ (18)	1	2	3	4	CARD 2 11-19
7.__________	1	2	3	4	5	M	F (21)	__ __	1	2	3	4	5	6	__ __	__ (27)	1	2	3	4	20-28
8.__________	1	2	3	4	5	M	F (30)	__ __	1	2	3	4	5	6	__ __	__ (36)	1	2	3	4	29-37
9.__________	1	2	3	4	5	M	F (39)	__ __	1	2	3	4	5	6	__ __	__ (45)	1	2	3	4	38-46
10.__________	1	2	3	4	5	M	F (48)	__ __	1	2	3	4	5	6	__ __	__ (54)	1	2	3	4	47-55

7. In what county do you live? ______________________

8. Do you live on a farm, in open country but not on a farm, or in a town or city?

Farm. 1
Open country but
not farm 2 56
Town or City. . . . 3

IF TOWN OR CITY, ASK:

A. What community do you live in? ______________________
(Name of Town or City)

9. Have you always lived in (NAME OF CITY/TOWN/COUNTY)?

SKIP TO Q. 10 — Yes 1
No. 2
DK. 8 57
REF 9

A. What sized community did you live in before moving here?

In open country but not on a farm. 01
On a farm. 02
In a village or small town (under 15,000). 03
In a small city (15,000-50,000). 04
In a medium-sized city (50,000-250,000). 05
In a suburb near a large city. 06 58
In a large city (over 250,000) 07 59
DK 98
REF. 99

B. Have you always lived in Nebraska?

Yes 1
No. 2
DK. 8 60
REF 9

1. What year did you move to Nebraska? (THE LAST TIME)

YEAR. . . . . . 19__ __ 61
DK. 98 62
REF 99

10. How satisfied are you with (NAME OF CITY/TOWN/COUNTY) as a place to live in? Would you say you are very satisfied, satisfied, dissatisfied, very dissatisfied, or neither satisfied nor dissatisfied?

Very satisfied	1	
Satisfied.	2	
Neither satisfied nor dissatisfied.	3	
Dissatisfied	4	63
Very dissatisfied.	5	
DK	8	
REF.	9	

11. Now I have some questions about your neighborhood.

A. First, thinking about the kinds of things you would like to have near where you live--places you go fairly often--how convenient would you say your location is? Is it very convenient, convenient enough, not very convenient, or not convenient at all?

Very convenient.	1	
Convenient enough.	2	
Not very convenient.	3	
Not convenient at all. . . .	4	64
DK	8	
REF.	9	

B. How do you feel about the quality of the public schools that the children in your neighborhood go to? Would you say it is very good, fairly good, neither good nor bad, not very good, or not good at all?

Very good.	1	
Fairly good.	2	
Neither good nor bad	3	
Not very good.	4	65
Not good at all.	5	
DK	8	
REF.	9	

12. Thinking about the future, do you expect you will always live in Nebraska?

Yes, Definitely . .	1	
Probably.	2	
Probably not. . . .	3	66
No.	4	
DK.	8	
REF	9	

13. We are interested in the kind of community you would prefer to live in now, if you had your choice. In terms of size, if you could live in any size community you wanted, which one of these would you like best? (READ CHOICES.)

A large metropolitan city (over 500,000 in population) . . .	1	
A medium-sized city (50,000-500,000 in population)	2	
A smaller city (10,000 to 50,000 in population).	3	
A town or village (under 10,000 in population).	4	67
In the country, outside of any city or village	5	
DK	8	
REF.	9	

A. IF SMALLER THAN MEDIUM-SIZED CITY:

In terms of location, would you like that place to be within 30 miles of a large or medium-sized city, or would you rather be farther away from such a city?

Within 30 miles . .	1	
Farther away. . . .	2	
DK/Doesn't matter .	8	63
REF	9	

14. Which of the following comes closest to the kind of housing unit you now live in? (READ LIST AND STOP WHEN R. SELECTS UNIT TYPE.)

Mobile home.	1	
Detached single family house	2	
Townhouse.	3	
Apartment.	4	69
Other (Specify).	5	

____

A. Not counting bathrooms, hallways, or an unfinished basement, how many rooms do you have in your household?

NUMBER.	__ __	70
DK.	98	71
REF	99	

15. Do you or some member of your household own your home or are you renting or buying?

Own	1	
Buying.	2	
Renting	3	
Other	4	72
DK.	8	
REF	9	

16. Last week, were you working full-time, part-time, going to school, keeping house, or what?

Skip to Q.16.B.	Working full-time (35 hours or more)	01	
	Working part-time (1-34 hours)	02	
	With a job, but not at work because of temporary illness, vacation, or strike	03	
	Unemployed, laid off, looking for work	04	
	Retired	05	73
	In school	06	74
	Keeping house	07	
	Other (Specify) ____________________	08	
	DK	98	
	REF	99	

A. Were you ever employed for as long as one year?

	Yes	1	
SKIP TO Q. 17.	No	2	
	DK	8	75
	REF	9	

B. What kind of work do (did) you normally do? (OBTAIN JOB TITLE, DUTIES, INDUSTRY, SELF-EMPLOYED, OR EMPLOYEE. IF FARM, OBTAIN NUMBER OF ACRES OWNED AND RENTED, WHETHER IRRIGATED OR NONIRRIGATED.)

____

____

____

IF CURRENTLY EMPLOYED:

C. How long have you worked at this job?

NUMBER OF MONTHS	___ ___ ___	76
DK	998	77
REF	999	78

D. On the whole, how satisfied are you with the work you do -- would you say you are very satisfied, moderately satisfied, a little dissatisfied, or very dissatisfied?

Very satisfied	1	
Moderately satisfied	2	
A little dissatisfied	3	
Very dissatisfied	4	79
DK	8	
REF	9	

ASK IF R. IS CURRENTLY MARRIED. OTHERWISE, SKIP TO Q. 18.

17. Last week was your (wife/husband) working full-time, part-time, going to school, keeping house, or what?

Skip to Q.17.B.	Working full-time (35 hours or more)	01	CARD 3
	Working part-time (1 to 34 hours).	02	
	With a job, but not at work because of temporary illness, vacation, or strike.	03	
	Unemployed, laid off, looking for work	04	
	Retired.	05	11
	In school.	06	12
	Keeping house.	07	
	Other (Specify)____________________________	08	
	DK. . . .	98	
	REF . . .	99	

IF RETIRED, IN SCHOOL, KEEPING HOUSE, OR OTHER:

A. Did (he/she) ever work for as long as one year?

Yes	1		
No.	2	Skip to Q. 18	
DK.	8	Skip to Q. 18	13
REF	9	Skip to Q. 18	

B. What kind of work does (did) (he/she) normally do? (OBTAIN JOB TITLE, DUTIES, INDUSTRY, SELF EMPLOYED OR EMPLOYEE. IF FARM, OBTAIN NUMBER OF ACRES OWNED AND RENTED, IRRIGATED OR NONIRRIGATED.)

____

____

____

ASK ONLY IF SPOUSE CURRENTLY WORKING FULL OR PART TIME. OTHERWISE, SKIP TO Q. 18.

C. How long has (he/she) worked at this job?

NUMBER OF MONTHS.	__ __ __	14
DK.	998	15
REF	999	16

18. How satisfied are you with the amount of education you received? Would you say you are very satisfied, satisfied, dissatisfied, very dissatisfied, or neither satisfied nor dissatisfied?

Very satisfied	1	
Satisfied.	2	
Neither satisfied nor dissatisfied. . . .	3	
Very dissatisfied.	4	17
DK. . . .	8	
REF . . .	9	

19. Taking all things together, how would you say you are these days? Would you say you are very happy, pretty happy, or not too happy?

Very happy	1	
Pretty happy	2	
Not too happy.	3	18
DK. . . .	8	
REF . . .	9	

20. If there is a limited number of jobs, do you approve or disapprove of a married woman holding a job in business or industry when her husband is able to support her?

Approve	1	
Disapprove.	2	19
DK. . . .	8	
REF . . .	9	

21. How do you feel about this statement? It is much better for everyone involved if the man is the achiever outside the home and the women takes care of the home and family. Do you strongly agree, agree, disagree, or strongly disagree?

Strongly agree. . .	1	
Agree	2	
Disagree.	3	
Strongly disagree .	4	20
DK. . . .	8	
REF . . .	9	

Now we want to ask you a few questions about your marital history.

22. How many times have you been married?

Once.	1	
Twice	2	
Three or more times .	3	
Never	4	21
DK. . . .	8	
REF . . .	9	

Skip to Q. 25

23. FILL IN THE MARITAL HISTORY CHART BELOW. YOU MAY USE YOUR OWN WORDS AND ALTER THE QUESTIONS TO SUIT THE CIRCUMSTANCES. IN EACH CASE, BEGIN WITH EARLIEST MARRIAGE AND WORK ACROSS THE CHART, ASCERTAINING AGE AT MARRIAGE, WHETHER THE MARRIAGE IS STILL INTACT, REASON FOR MARRIAGE END, AND AGE AT MARRIAGE END. CONTINUE THROUGH THE CHART UNTIL YOU HAVE REACHED AN INTACT MARRIAGE.

MARITAL HISTORY CHART

Marriage Number	Age at Marriage	Intact		Reason For Marriage End			R.'s Age at Marriage End	
		Yes	No	Death	Div.	Sep.		
1	__ __	1	2	1	2	3	__ __	22-27
2	__ __	1	2	1	2	3	__ __	28-33
3	__ __	1	2	1	2	3	__ __	34-39
4	__ __	1	2	1	2	3	__ __	40-45

ASK ONLY IF CURRENTLY MARRIED AND LIVING WITH SPOUSE. OTHERWISE, SKIP TO Q. 25.

24. Taking all things together, how would you describe your marriage? Would you say that your marriage is very happy, pretty happy, or not too happy?

Very happy. 1
Pretty happy. . . . 2
Not too happy . . . 3 46
DK. . . . 8
REF . . . 9

25. What is your religious preference? Is it Protestant, Catholic, Jewish, some other religion, or no religion?

Protestant. 1
Catholic. 2
Jewish. 3
None. 4
Other (Specify Religion and/or Denomination)
________________. 5 47
DK. . . . 8
REF . . . 9

26. Generally speaking, do you consider yourself a Republican, Democrat, Independent, or what?

Republican.	1	
Democrat.	2	
Independent	3	
No preference . . .	4	
Other (Specify) ______________ .	5	48
DK. . . .	8	
REF . . .	9	

27. There are a lot of ways for people to take part in political activities. Some people don't take part at all.

A. Have you voted in the last two years?

Yes	1	
No.	2	49
DK. . . .	8	
REF . . .	9	

B. Have you attended meetings of city council in the last two years?

Yes	1	
No.	2	50
DK. . . .	8	
REF . . .	9	

C. How about the school board?

Yes	1	
No.	2	51
DK. . . .	8	
REF . . .	9	

28. In general, how satisfied are you with the job the Nebraska State Legislature is doing? Are you very satisfied, satisfied, dissatisfied, very dissatisfied, or neither satisfied nor dissatisfied?

Very satisfied	1	
Satisfied.	2	
Neither satisfied nor dissatisfied. . . .	3	
Dissatisfied	4	
Very dissatisfied.	5	52
DK. . . .	8	
REF . . .	9	

29. Overall, how would you rate the job (NAME OF CITY/TOWN/COUNTY) government is doing--excellent, good, fair, or poor?

Excellent 1
Good. 2
Fair. 3
Poor. 4 53
DK. . . . 8
REF . . . 9

A. Now I would like you to rate some services provided by the (NAME OF CITY/TOWN/COUNTY) government. Would you rate the following services excellent, good, fair, or poor?

	Excellent	Good	Fair	Poor	DK	REF	
Fire protection	1	2	3	4	8	9	54
Police protection	1	2	3	4	8	9	55
Street maintenance	1	2	3	4	8	9	56

We are interested in how people are getting along financially these days.

30. Compared with American families in general, would you say your family income is far below average, below average, average, above average, or far above average? (PROBE: JUST YOUR BEST GUESS.)

Far below average . 1
Below average . . . 2
Average 3
Above average . . . 4
Far above average . 5 57
DK. . . . 8
REF . . . 9

31. What about your financial prospects? Do you feel that you're better off this year than you were two years ago at this time, about the same, or worse off?

Better. 1
Same. 2
Worse 3 58
DK. . . . 8
REF . . . 9

32. If you were asked to use one of five names for your social class, which would you say you belong in: the lower class, the working class, the middle class, the upper middle class, or the upper class?

Lower class 1
Working class . . . 2
Middle class. . . . 3
Upper middle class. 4
Upper class 5 59
DK. . . . 8
REF . . . 9

29. Overall, how would you rate the job (NAME OF CITY/TOWN/COUNTY) government is doing--excellent, good, fair, or poor?

Excellent	1	
Good.	2	
Fair.	3	
Poor.	4	53
DK. . . .	8	
REF . . .	9	

A. Now I would like you to rate some services provided by the (NAME OF CITY/TOWN/COUNTY) government. Would you rate the following services excellent, good, fair, or poor?

	Excellent	Good	Fair	Poor	DK	REF	
Fire protection	1	2	3	4	8	9	54
Police protection	1	2	3	4	8	9	55
Street maintenance	1	2	3	4	8	9	56

We are interested in how people are getting along financially these days.

30. Compared with American families in general, would you say your family income is far below average, below average, average, above average, or far above average? (PROBE: JUST YOUR BEST GUESS.)

Far below average .	1	
Below average . . .	2	
Average	3	
Above average . . .	4	
Far above average .	5	57
DK. . . .	8	
REF . . .	9	

31. What about your financial prospects? Do you feel that you're better off this year than you were two years ago at this time, about the same, or worse off?

Better.	1	
Same.	2	
Worse	3	58
DK. . . .	8	
REF . . .	9	

32. If you were asked to use one of five names for your social class, which would you say you belong in: the lower class, the working class, the middle class, the upper middle class, or the upper class?

Lower class	1	
Working class . . .	2	
Middle class. . . .	3	
Upper middle class.	4	
Upper class	5	59
DK. . . .	8	
REF . . .	9	

33. Following is a list of statements about the public schools. As I read them, will you tell me whether you agree or disagree with each. (CODE 1 = AGREE; 2 = DISAGREE; 8 = DK; 9 = REF.)

A. Classroom rules should take into account the cultural background of the child.	___	60
B. Children learn best when bright students are mixed with less advanced.	___	61
C. Classroom discussion of racial problems is unsuitable for elementary school students.	___	62
D. Programs to improve minority and low income neighborhood schools would be better than integrating schools to provide equal educational opportunity.	___	63
E. The school curriculum needs major revisions if it is to meet the needs of minority students.	___	64

34. What do you think should be the purpose of the secondary schools, that is, ninth through 12th grade? To provide general academic understanding, preparation for employment after leaving high school, or preparation for four-year college? (IF MORE THAN ONE PURPOSE, PROBE FOR MOST IMPORTANT.)

General academic understanding.	1	
Preparation for employment.	2	
Preparation for college	3	
SOME COMBINATION OF THE ABOVE	4	65
DK. . . .	8	
REF . . .	9	

35. Many school districts will be needing additional financial support in the future. Would you prefer that this support come from an increase in local property taxes or an increase in state sales or state income taxes? (IF R. FAVORS SOME COMBINATION, ASK WHICH TAX SHOULD BE INCREASED THE MOST.)

Local property tax.	1	
State sales tax . .	2	
State income tax. .	3	66
DK. . . .	8	
REF . . .	9	

IF R. IS NOT MARRIED, SKIP TO Q. 37.

We are interested in how families make decisions.

			YOURS	HIS/ HERS	OTHER	DK	REF	
36.	A.	If you and your husband/wife had a disagreement about where to go on vacation, would the final decision probably be more like your first choice or like his/hers?	1	2	3	8	9	67
	B.	What about a disagreement over whether you should move to a different house or apartment--would the final decision probably be more like your first choice or his/hers?	1	2	3	8	9	68
	C.	And what about a disagreement over how much money the family can afford to spend on food, would the final decision probably be more like your first choice or like his/hers?	1	2	3	8	9	69

IF NO CHILD SELECTED, SKIP TO Q. 41.

			YOURS	HIS/ HERS	OTHER	DK	REF	
37.	A.	If you were to have a disagreement with (SELECTED CHILD) over bedtime or what time to come in at night, would the final decision probably be more like your first choice or like his/hers?	1	2	3	8	9	70
	B.	If you and (SELECTED CHILD) disagreed about how he/she should spend his/her money, would the final decision probably be more like your first choice or like his/hers?	1	2	3	8	9	71
	C.	And if you disagreed about which television programs to watch, would the final decision probably be more like your first choice or like his/hers?	1	2	3	8	9	72

38. How much does (SELECTED CHILD) earn from employment outside the family each year?

Nothing	1	
$1 - $100	2	
$101 - $1000. . . .	3	
$1001 and more. . .	4	73
DK. . . .	8	
REF . . .	9	

39. Does (SELECTED CHILD) have a living parent who is not a part of this household?

Yes	1	
No.	2	74
DK. . . .	8	
REF . . .	9	

	GREAT DEAL	SOME-WHAT	LITTLE	NONE	DK	REF	
40. A. How much do you rely on (SELECTED CHILD) for someone to talk to--a great deal, some, only a little, or not at all?	1	2	3	4	8	9	75
B. How much do you rely on (SELECTED CHILD) for housework and other work around the house and yard--a great deal, some, only a little, or not at all?	1	2	3	4	8	9	76
C. And how much do you rely on him/her for someone to do things with--a great deal, some, only a little, or not at all?	1	2	3	4	8	9	77

IF R. NOT MARRIED, SKIP TO Q. 42.

41. A. Now with regard to your husband/wife, how much do you rely on him/her for someone to talk to--a great deal, some, only a little, or not at all?	1	2	3	4	8	9	78
B. How much do you rely on your husband/wife for housework and other work around the house and yard--a great deal, some, only a little, or not at all?	1	2	3	4	8	9	79
C. And how much do you rely on your husband/wife for someone to do things with--a great deal, some, only a little, or not at all?	1	2	3	4	8	9	80

Now I am going to ask some questions about how your health has been recently.

42. Would you say your own health, in general, is excellent, good, fair, or poor?

Excellent . . . . . 1 CARD 4
Good. 2
Fair. 3
Poor. 4 11
DK. . . . 8
REF . . . 9

43. Were there any days during the past two weeks that you cut down on your activities because you were sick?

Yes 1
No. 2 12
DK. . . . 8
REF . . . 9
Skip to Q. 44

A. How many days was that?

DAYS. . . . . . . __ __ 13
DK. . . . 98 14
REF . . . 99

B. Did you have to stay in bed all or any part of a day?

Yes 1
No. 2 15
DK. . . . 8
REF . . . 9
Skip to Q. 44

C. How many days did you stay in bed?

DAYS. . . . . . . __ __ 16
DK. . . . 98 17
REF . . . 99

44. During the past year, have you had any health problems or illness that you have had for more than three months?

Yes 1
No. 2 18
DK. . . . 8
REF . . . 9
Skip to Q. 45

A. Have you talked to a doctor about it?

Yes 1
No. 2 19
DK. . . . 8
REF . . . 9

45. Have you seen a doctor during the last twelve months, since March, 1979?

Yes 1
No. 2 20
DK. . . . 8
REF . . . 9
Skip to Q. 46

A. How many times have you seen a physician in his office or clinic in the last twelve months? (INCLUDES ALL PHYSICIANS.)

NUMBER. . . . . . ___ ___ 21
DK. . . . 98 22
REF . . . 99

B. Where do you usually go when you see a doctor--a doctor's office, hospital emergency room, hospital out-patient clinic, company clinic, or some other place?

Doctor's Office. 1
Hospital Emergency Room. . . 2
Hospital Clinic. 3
Company Clinic 4
Other Clinic (Specify)
________________________. 5 23
DK. . . . 8
REF . . . 9

C. Is there a particular doctor that you usually see?

Yes 1
No. 2 24
DK. . . . 8
REF . . . 9

D. When you call your doctor, how many days does it usually take to get an appointment?

NUMBER OF DAYS. . ___ ___ 25
NEVER CALL. 97 26
DK. . . . 98
REF . . . 99

E. After arriving in the doctor's office, how long do you usually have to wait to see a doctor?

MINUTES . . . . ___ ___ ___ 27
DK. . . .998 28
REF 999 29

46. When you go to see a doctor, approximately how many minutes does it take you to get there from your home?

MINUTES . . . . ___ ___ ___ 30
DK. . . .998 31
REF 999 32

47. Were you admitted to a hospital during the past year?

Yes	1	
No.	2	33
DK. . . .	8	
REF . . .	9	

Skip to Q. 48

A. How many times were you admitted?

NUMBER.	__ __	34
DK. . . .	98	35
REF . . .	99	

B. How many nights did you spend in the hospital this past year?

RECORD TOTAL NIGHTS. . . .	__ __	36
DK. . . .	98	37
REF . . .	99	

C. Was any surgery performed during (any of) the stay(s) at the hospital?

Yes	1	
No.	2	38
DK. . . .	8	
REF . . .	9	

D. How did you pay for the treatment? (CHECK ALL THAT APPLY.)

Private Insurance .	__	39
Self.	__	40
Medicare.	__	41
Medicaid.	__	42
Other (Specify) . .	__	43

____

48. Are you covered under any public or private health insurance plan?

Yes	1	
No.	2	44
DK. . . .	8	
REF . . .	9	

Skip to Q. 49

A. What type of health insurance plan do you have? (CHECK ALL THAT APPLY.)

Private Insurance .	__	45
Medicare.	__	46
Medicaid.	__	47
Champus (Military).	__	48
Other (Specify) . .	__	49
__________________		
DK. . . .	__	
REF . . .	__	

SKIP TO Q. 48.D.

B. How much do you pay monthly for health insurance? (INCLUDES
ENTIRE FAMILY.) 50

RECORD AMOUNT. .$__ __ __ __ __ 51
DK. . .99998 52
REF . .99999 53
54

C. Does your health insurance plan include dental coverage?

Yes 1
No. 2 55
DK. . . . 8
REF . . . 9

49. How much did (you/your family) have to pay last year for all doctor, dental, and hospital expenses over and above that paid for by your
insurance? 56

RECORD AMOUNT. .$__ __ __ __ __ 57
DK. . .99998 58
REF . .99999 59
60

50. Do you have any health or physical condition that limits you in dressing, bathing, eating, working, or keeping house?

Yes 1
No. 2 61
DK. . . . 8
REF . . . 9
Skip to Q. 51

IF YES, PROBE TO FIT INTO ONE OF THESE 5 CATEGORIES:

Require help in dressing, bathing, or eating and not able to work or keep house at all. 1
Able to dress, bathe, and feed myself, but not able to work or keep house at all 2
Able to work or keep house, but limited in the amount or kind of work or housework 3 62
Able to work or keep house, but limited in kind or amount of other activities such as shopping or exercise. 4
Not limited in any of the above ways 5

51. Do you have a physical or health condition that restricts your ability to move about or use transportation facilities?

Yes 1
No. 2 63
DK. . . . 8
REF . . . 9

52. Do you require any mechanical aids to walk or move about?

Yes 1
No. 2 64
DK. . . . 8
REF . . . 9

53. Have you seen a dentist or dental hygienist during the last twelve months, since March, 1979?

Yes 1
No. 2 65
DK. . . . 8
REF . . . 9
Skip to Q. 54

A. How many times?

NUMBER. . . . . . __ __ 66
DK. . . . 98 67
REF . . . 99

54. Have you had a physical examination when you were not ill during the last twelve months, since March, 1979?

Yes 1
No. 2 68
DK. . . . 8
REF . . . 9
Skip to Q. 55

A. How many exams did you have?

NUMBER. . . . . . __ __ 69
DK. . . . 98 70
REF . . . 99

55. Are you presently involved in any regular exercise activities at least three times a week?

Yes 1
No. 2 71
DK. . . . 8
REF . . . 9

56. Do you feel you are overweight?

Yes 1
No. 2 72
DK. . . . 8
REF . . . 9

57. A. Have you ever felt you were going to have a nervous breakdown?

Yes 1
No. 2 73
DK. . . . 8
REF . . . 9

B. In the past year, how often were you bothered by nervousness where you were irritable, fidgety, or tense--would you say often, sometimes, or never?

Often 1
Sometimes 2
Never 3 74
DK. . . . 8
REF . . . 9

57. C. Do you sometimes wonder if anything is worthwhile anymore?

Yes 1
No. 2 75
DK. . . . 8
REF . . . 9

58. In the past year, did you seek advice or help with any personal problem (emotional, interpersonal, family, not financial)?

Yes 1
No. 2 76
DK. . . . 8
REF . . . 9
Skip to Q. 59

A. What was your most frequently used source for advice or help? (DO NOT READ, BUT CODE RESPONSE AS NEARLY AS POSSIBLE INTO ONE OF THESE CATEGORIES.)

Family or friends 01
Family doctor 02
Clergy. 03
Community Mental Health Center (CMHC) 04
Mental Health Professional (Psychiatrist, psychologist, counselor, marriage counselor) OTHER 77
THAN at a CMHC 05 78
Social Service agency (Family Services, Catholic Social Services, United Way, etc.) 06
Other (Lawyer, Teacher, etc.) 07
DK. . . . 98
REF . . . 99

B. What source of advice or help did you consult regarding your most serious personal problem? (DO NOT READ, BUT CODE RESPONSE AS NEARLY AS POSSIBLE INTO ONE OF THESE CATEGORIES.)

Family or friends 01
Family doctor 02
Clergy. 03
Community Mental Health Center (CMHC) 04
Mental Health Professional (Psychiatrist, psychologist, counselor, marriage counselor) OTHER 79
THAN at a CMHC 05 80
Social Service agency (Family Services, Catholic Social Services, United Way, etc.) 06
Other (Lawyer, Teacher, etc.) 07
DK. . . . 98
REF . . . 99

59. Drinking is an acceptable part of business and social activity for many people. Do you ever drink beer, wine, or liquor such as whiskey, gin, or vodka?

CARD 5

GO TO Q. 60 ———— Yes 1
No. 2 11
DK. . . . 8
REF . . . 9

A. Did you ever drink beer, wine, or liquor?

SKIP TO Q. 64 ———— Yes 1
No. 2 12
DK. . . . 8
REF . . . 9
Skip to Q. 68

60. Do you drink beer?

Yes 1
No. 2 13
DK. . . . 8
REF . . . 9
Skip to Q. 61

A. About how often do you drink beer? (USE CATEGORIES AS PROBES IF NECESSARY.)

Three or more times a day. . 01
Twice a day. 02
Once a day 03
Nearly every day 04
Three or four times a week . 05
One or two times a week. . . 06 14
Two or three times a month . 07 15
Once a month 08
Less than once a month, but at least once a year. . . 09
Less than once a year. . . . 10
DK. . . . 98
REF . . . 99

B. When you drink beer, about how many beers do you usually drink? (USE CATEGORIES AS PROBES IF NECESSARY.)

5 or more 1
3 or 4. 2
1 or 2. . . . . . . 3 16
DK. . . . 8
REF . . . 9

C. When you drink beer, about how often do you have as many as five or more beers? (USE CATEGORIES AS PROBES IF NECESSARY.)

Nearly every time. 1
More than half the time. . . 2
Less than half the time. . . 3
Once in a while. 4
Never. 5 17
DK. . . . 8
REF . . . 9

61. Do you drink wine?

Yes	1	
No.	2	18
DK. . . .	8	
REF . . .	9	

Skip to Q 62

A. About how often do you drink wine? (USE CATEGORIES AS PROBES IF NECESSARY.)

Three or more times a day. .	01	
Twice a day.	02	
Once a day	03	
Nearly every day	04	
Three or four times a week .	05	
One or two times a week. . .	06	
Two or three times a month .	07	
Once a month	08	
Less than once a month, but at least once a year. . .	09	19
Less than once a year. . . .	10	20
DK. . . .	98	
REF . . .	99	

B. When you drink wine, about how many glasses do you usually have? (USE CATEGORIES AS PROBES IF NECESSARY.)

5 or more	1	
3 or 4.	2	
1 or 2.	3	21
DK. . . .	8	
REF . . .	9	

C. When you drink wine, about how often do you have as many as five or more glasses? (USE CATEGORIES AS PROBES IF NECESSARY.)

Nearly every time.	1	
More than half the time. . .	2	
Less than half the time. . .	3	
Once in a while.	4	
Never.	5	22
DK. . . .	8	
REF . . .	9	

62. Do you drink liquor?

Yes	1	
No.	2	23
DK. . . .	8	
REF . . .	9	

Skip to Q. 63

62. A. About how often do you drink liquor? (USE CATEGORIES AS PROBES IF NECESSARY.)

Three or more times a day. .	01	
Twice a day.	02	
Once a day	03	
Nearly every day	04	
Three or four times a week .	05	
One or two times a week. . .	06	
Two or three times a month .	07	
Once a month	08	
Less than once a month, but at least once a year. . .	09	24
Less than once a year. . . .	10	25
DK. . . .	98	
REF . . .	99	

B. When you drink liquor, about how many drinks do you usually have? (USE CATEGORIES AS PROBES IF NECESSARY.)

5 or more	1	
3 or 4.	2	
1 or 2.	3	26
DK. . . .	8	
REF . . .	9	

C. When you drink liquor, about how often do you have as many as five or more drinks? (USE CATEGORIES AS PROBES IF NECESSARY.)

Nearly every time.	1	
More than half the time. . .	2	
Less than half the time. . .	3	
Once in a while.	4	
Never.	5	27
DK. . . .	8	
REF . . .	9	

63. Do you find that it takes more to get you intoxicated now than it did two years ago?

Yes	1	
No.	2	28
DK. . . .	8	
REF . . .	9	

64. Has a person close to you ever shown concern over your drinking?

Yes	1	
No.	2	29
DK. . . .	8	
REF . . .	9	

65. Have you ever been hospitalized because of drinking?

Yes	1	
No.	2	30
DK. . . .	8	
REF . . .	9	

66. Have you ever been arrested for alcohol-related offenses?

Yes 1
No. 2 31
DK. . . . 8
REF . . . 9
Skip to Q. 67

A. How many times?

NUMBER. . . . . . __ __ 32
DK. . . . 98 33
REF . . . 99

67. Are you aware of any alcoholism treatment agencies in your area?

Yes 1
No. 2 34
DK. . . . 8
REF . . . 9

68. Do you currently use any form of tobacco--cigarettes, cigars, pipes, or chewing tobacco?

Yes 1
No. 2 35
GO TO Q. 73 DK. . . . 8
REF . . . 9

69. Do you currently smoke cigarettes?

Yes 1
No. 2 36
DK. . . . 8
REF . . . 9
Skip to Q. 70

A. At what age did you start smoking cigarettes?

RECORD AGE. . . . . __ __ 37
DK. 98 38
REF 99

B. On the average, how many cigarettes do you smoke each day? (ONE PACK = 20 CIGARETTES.)

RECORD NUMBER . . . __ __ 39
DK. 98 40
REF 99

C. Do you smoke filter tip cigarettes or non-filter tips? (USUALLY.)

Filter tips 1
Non-filter tips . . 2 41
DK. . . . 8
REF . . . 9

69. D. Plain or menthol? (USUALLY.)

Plain (non-menthol) 1
Menthol 2 42
DK. . . . 8
REF . . . 9

E. Regular size, king size, or 100 millimeter cigarettes? (USUALLY.)

Regular size. . . . 1
King size 2
100 millimeter size 3 43
DK. . . . 8
REF . . . 9

F. What brand of cigarettes do you usually smoke? (PROBE: IS THIS THE FULL BRAND NAME?)

____

G. Do you usually buy cigarettes by the pack or by the carton?

Pack. 1
Carton. 2 44
DK. . . . 8
REF . . . 9

H. Do you think the kind of cigarettes you usually smoke is probably more hazardous to your health than other kinds, less hazardous, or about the same as other kinds?

More hazardous. . . 1
Less hazardous. . . 2
About the same. . . 3 45
DK. . . . 8
REF . . . 9

I. What would you say is the possibility that five years from now you will be a cigarette smoker? Would you say you will definitely not be a cigarette smoker, probably not be a cigarette smoker, probably be a smoker, or definitely be a cigarette smoker?

Definitely not. . . 1
Probably not. . . . 2
Probably yes. . . . 3
Definitely yes. . . 4 46
DK. . . . 8
REF . . . 9

J. If there was an easy way to stop smoking, would you try it?

Yes 1
No. 2 47
DK. . . . 8
REF . . . 9

70. Do you currently smoke a pipe?

Yes 1
No. 2 48
DK. . . . 8
REF . . . 9
Skip to Q. 71

A. At what age did you start smoking a pipe?

RECORD AGE. . . . __ __ 49
DK. . . . 98 50
REF . . . 99

B. How often do you smoke a pipe--every day, a few times a week, once a week, or less than once a week?

Every day. 1
Few times a week 2
Once a week. 3
Less than once a week. . . . 4 51
DK. . . . 8
REF . . . 9

71. Do you currently smoke cigars?

Yes 1
No. 2 52
DK. . . . 8
REF . . . 9
Skip to Q. 72

A. At what age did you start smoking cigars?

RECORD AGE. . . . __ __ 53
DK. . . . 98 54
REF . . . 99

B. How often do you smoke cigars--every day, a few times a week, once a week, or less than once a week?

Every day. 1
Few times a week 2
Once a week. 3
Less than once a week. . . . 4 55
DK. . . . 8
REF . . . 9

72. Do you currently chew tobacco?

Yes 1
No. 2 56
DK. . . . 8
REF . . . 9
Skip to Q. 74

A. At what age did you start chewing tobacco?

RECORD AGE. . . . ___ 57
DK. . . . 98 58
REF . . . 99

B. How often do you chew tobacco--every day, a few times a week, once a week, or less than once a week?

Every day. 1
Few times a week 2
Once a week. 3
SKIP TO Q. 74 — Less than once a week. . . . 4 59
DK. . . . 8
REF . . . 9

73. Did you ever smoke cigarettes regularly? (REGULARLY MEANS ONE CIGARETTE PER WEEK ON A ROUTINE BASIS.)

Yes 1
No. 2 60
DK. . . . 8
REF . . . 9
Skip to Q. 74

A. Have you smoked at least 100 cigarettes in your lifetime?

Yes 1
No. 2 61
DK. . . . 8
REF . . . 9

ASK Q. 74 ONLY IF R. MARRIED, OTHERWISE SKIP TO NEXT QUESTION.

74. Does your (wife/husband) smoke cigarettes?

Yes 1
No. 2 62
DK. . . . 8
REF . . . 9

Now we would like to ask you some questions about one of the issues of concern to many Nebraskans--water.

75. Do you believe that Nebraska has a serious water shortage today, will have one in this century, or is not faced with such a shortage in the near future?

Now 1
In this century . . 2
No shortage 3 63
DK. . . . 8
REF . . . 9

76. Have you heard anything about Natural Resource Districts in Nebraska?

Definitely have. 1
I think I have 2
I don't think I have 3
Definitely have not. 4 64
DK. . . . 8
REF . . . 9

READ:

These are local governmental bodies set up to supervise natural resource use, including water, in different regions in Nebraska.

SKIP TO Q. 77.

A. Do you happen to know who some of the current members of your Natural Resource District Board are?

Yes (Please name one or more). 1

____

No 2 65
DK. . . . 8
REF . . . 9

77. Do you believe that the amount of water farmers use for irrigation should be regulated in some way?

Yes 1
No. 2 66
DK. . . . 8
REF . . . 9

77. A. Supposing that the state or federal government decided that the use of irrigation water must be controlled. Who do you believe should do this regulating? (READ CHOICES.)

Individual irrigator.	1	
Natural Resource District	2	
Local government (such as counties) . .	3	
State government.	4	
Federal government.	5	67
DK. . . .	8	
REF . . .	9	

B. Which group would be your second choice to regulate water use for irrigation?

Individual irrigator.	1	
Natural Resource District	2	
Local government (such as counties) . .	3	
State government.	4	
Federal government.	5	68
DK. . . .	8	
REF . . .	9	

78. Do you believe that the amount of water used by factories and businesses should be regulated?

Yes	1	
No.	2	69
DK. . . .	8	
REF . . .	9	

A. Supposing that the state or federal government decided that this water must be regulated. Who do you believe should do the regulating? (READ CHOICES.)

Local governments (city or county). . .	1	
Natural Resource Districts.	2	
State government.	3	
Federal government.	4	
Other (Please specify) ______________ .	5	70
DK. . . .	8	
REF . . .	9	

79. Do you believe that the amount of water for private use by people living in towns and cities should be regulated?

Yes	1	
No.	2	71
DK. . . .	8	
REF . . .	9	

79. A. Supposing that the state or federal government decided that water use by private citizens in cities and towns must be regulated. Who do you believe should do the regulating?

Local government (city or county) . . . 1
Natural Resource Districts. 2
State government. 3
Federal government. 4
Other (Please specify)
________________________________. 5 72
DK. . . . 8
REF . . . 9

80. If we do face a serious water shortage in the future, there are a number of suggestions for how we might deal with it. I will read you a list of possible solutions. Please tell me whether you favor or oppose each solution.

	FAVOR	OPPOSE	DK	REF	
(1) Regulation to reduce severely the use of water for private household uses	1	2	8	9	73
(2) Regulation to reduce severely the use of water by factories and businesses	1	2	8	9	74
(3) Regulation to reduce severely the water used for irrigation purposes	1	2	8	9	75
(4) Increasing the cost of water to all or some users	1	2	8	9	76
(5) Encouraging people to move away from water-short areas	1	2	8	9	77

IF MORE THAN ONE FAVORED, ASK:

A. You have said that you approve of ______ and ______. Which of these would be your first priority, that is, which is most important?

MOST IMPORTANT. . . ___ 78
DK. . . . 98
REF . . . 99

81. Have you ever heard of "Transbasin Diversion?"

Definitely have . . 1
I think I have. . . 2
I don't think I have 3
I'm certain I haven't. 4 79
DK. . . . 8
REF . . . 9

82. Let's define "Transbasin Diversion" as changing or directing water from one river (and river basin or course) to another area where there is a water shortage. What would be your attitude toward such diversion?

Favor	1	
Oppose	2	
Depends generally	3	
Depends on cost	4	80
DK	8	
REF	9	

83. As you may know, surface water is considered a public resource, but groundwater, that water lying beneath the ground, is not. However, the question of who should own groundwater is a controversial issue. Who do you think should have rights to this groundwater? (READ CHOICES.)

		CARD 6
Only the property owner whose land lies above the water	1	
The public, through regulation of the water by the government	2	
Both the property owner and the public	3	11
DK	8	
REF	9	

READ QUESTION 84 UNTIL YOU COME TO A CRIME. AT THAT TIME GO DIRECTLY TO 84.A-G. THEN RETURN TO THE BASIC QUESTION CONCERNING EXPERIENCE WITH CRIME. REPEAT THIS PROCEDURE UNTIL YOU HAVE RECORDED THREE INCIDENTS OR UNTIL LIST IS COMPLETED.

84. Within the last 12 months, have you or your household experienced any property crime, such as: (READ LIST.)

	Incidents			CARD 6
	1	2	3	
Breaking and entering the home, with theft	.01	01	01	
or without theft	.02	02	02	12-13
Any property stolen from your home without breaking and entering	.03	03	03	
Any property stolen from you away from home	.04	04	04	24-25
Criminal destruction or vandalism of any property	.05	05	05	
Stealing of any motor vehicle, such as car, truck, or motorcycle	.06	06	06	36-37
Other property crime such as arson, fraud	.07	07	07	
Unsuccessful attempt at any of the above?	.08	08	08	

Which? 1.____________________

2.____________________

3.____________________

SKIP TO Q. 85.	None of the above	.09	09	09
	DK.	.98	98	98
	REF	.99	99	99

A. Was this incident reported to the police?

Yes	1	1	1	14
No.	2	2	2	
DK.	8	8	8	26
REF	9	9	9	
				38

B. Were you satisfied with police handling of the incident?

					15
SKIP TO Q. 84.D.	Yes	1	1	1	
	No.	2	2	2	27
	DK.	8	8	8	
	REF	9	9	9	39

1. Why not? RECORD REASON BY INCIDENT NUMBER AND SKIP TO 84.D.

1.____________________________

2.____________________________

3.____________________________

C. Why was the crime not reported to the police?

Offender was a friend or relative	.01	01	01	16-17
Afraid of retaliation	.02	02	02	
Not important enough	.03	03	03	
Afraid of embarrassment by prosecutor or police	.04	04	04	28-29
Too much time involved, loss of work	.05	05	05	
Expense involved in reporting crime	.06	06	06	
Useless to report, nothing will be done	.07	07	07	40-41
Other	.08	08	08	
DK.	.98	98	98	
REF	.99	99	99	

Incidents
1 2 3

84. D. What was (STOLEN/DAMAGED/VANDALIZED)? RECORD BY INCIDENT.

1.____

2.____

3.____

E. What was the approximate dollar value of (STOLEN MONEY/ STOLEN PROPERTY/DAMAGE OR VANDALISM)? RECORD AMOUNT BY INCIDENT, DK = 9998; REF = 9999.

18-21

30-33

$____ $____ $____

42-45

F. IF LOSS OF PROPERTY OR MONEY, Was stolen money or property recovered?

				22
Some. .	1	1	1	
All . .	2	2	2	34
None. .	3	3	3	
DK. . .	8	8	8	46
REF . .	9	9	9	

G. IF PROPERTY DAMAGED, Were damages or losses covered by insurance?

				23
Some. .	1	1	2	
All . .	2	2	2	35
None. .	3	3	3	
DK. . .	8	8	8	47
REF . .	9	9	9	

READ QUESTION 85 UNTIL YOU COME TO A CRIME. AT THAT TIME GO DIRECTLY TO 85.A-C. THEN RETURN TO THE BASIC QUESTION, FINISHING REST OF CRIME LIST. REPEAT THIS PROCEDURE UNTIL YOU HAVE RECORDED THREE INCIDENTS OR UNTIL LIST IS COMPLETED.

85. Within the last 12 months, have you been the victim of a violent or personal crime, such as: (READ LIST)

	Incidents			
	1	2	3	48
Assault, without a weapon.	1	1	1	
or with a gun, knife, club, or other weapon.	2	2	2	
Sexual assault	3	3	3	53
Robbery, without physical contact.	4	4	4	
or with physical contact.	5	5	5	
Other. (SPECIFY BY INCIDENT.)	6	6	6	
1.______________________________				58
2.______________________________				
3.______________________________				
None of the above.	7	7	7	
DK. . .	8	8	8	
REF . .	9	9	9	

IF NO CRIME, SKIP TO Q. 86.

A. Was this incident reported to police?

				49
Yes . .	1	1	1	
No. . .	2	2	2	54
DK. . .	8	8	8	
REF . .	9	9	9	59

B. Were you satisfied with police handling of the incident?

				50
SKIP TO Q. 86 ———— Yes . .	1	1	1	
No. . .	2	2	2	55
DK. . .	8	8	8	
REF . .	9	9	9	60

1. Why not? RECORD REASON BY INCIDENT AND SKIP TO Q. 86.
   1.______________________________
   2.______________________________
   3.______________________________

C. Why was the crime not reported to police?

Offender was a friend or relative.	.01	01	01	51-52
Afraid of retaliation.	.02	02	02	
Not important enough	.03	03	03	
Afraid of embarrassment by prosecutor or police	.04	04	04	56-57
Too much time involved, loss of work	.05	05	05	
Expense involved in reporting crime.	.06	06	06	
Useless to report, nothing will be done.	.07	07	07	61-62
Other.	.08	08	08	
DK. .	.98	98	98	
REF . .	.99	99	99	

86. Within the last year or two, do you think that crime in your neighborhood has increased, decreased, or remained about the same?

Increased	1	
Decreased	2	
Remained the same	3	
Haven't lived here long enough	4	63
DK	8	
REF	9	

A. Were you thinking about any specific kinds of crime when you said that crime was increasing/decreasing?

Yes	1	
No	2	64
DK	8	
REF	9	

1. SPECIFY: ______________________________

____

87. Is there any area right around your home--that is, within a mile--where you would be afraid to walk alone at night?

Yes	1	
No	2	65
DK	8	
REF	9	

88. Have you done anything in the last 12 months to make your HOME/APARTMENT more secure against crime?

Yes	1	
No	2	66
DK	8	
REF	9	

A. What have you done? (CHECK ALL THAT APPLY.)

Installed/strengthened locks on doors	__	67
Installed/strengthened locks on windows	__	68
Added lighting on property	__	69
Added an alarm system	__	70
Installed a peep hole	__	71
Other (Specify) ______________________	__	72
DK	__	
REF	__	

89. What do you feel is the major cause of crime in your community? CHECK ALL THAT ARE MENTIONED. DO NOT READ.

State of economy (inflation/recession/unemployment)	73
Drugs	74
Juvenile delinquency	75
Leniency of courts	76
Decline in moral standards	77
Laxity in law enforcement/laws	78
Lack of parental guidance/control over children	79
Other (Specify)	80
DK	
REF	

90. What things do you think could be done to reduce crime in your community? DO NOT READ. CHECK ALL THAT ARE MENTIONED.

CARD 7

More police/police protection	11
Stricter laws and penalties	12
Social programs for the economic disadvantaged	13
Stricter judges/court system	14
More parental guidance/hold parents responsible for children	15
Drug education/rehabilitation programs	16
Community crime prevention programs/education in home security	17
Other (Specify)	18
Nothing can be done	19
DK	
REF	

91. In what ways could your local police improve the job they're doing? DO NOT READ. CHECK ALL THAT ARE MENTIONED.

No improvement necessary	20
Need more police (in certain areas or at certain times)	21
Patrol or investigate more	22
Be more prompt	23
Improve training, raise qualifications or pay	24
Be more courteous, concerned	25
Don't discriminate	26
Need more traffic control	27
Better enforcement of law (Specify Law)	28
Other (Specify)	29
DK	
REF	

92. In general, do you think the courts are too lenient, about right, or too strict in dealing with people charged with crimes?

Too lenient	1	
About right	2	
Too strict	3	
Too lenient with some, too strict with others	4	30
DK	8	
REF	9	

93. I'm going to mention a number of offenses committed by juveniles in this State and I would like you to tell me whether you favor placing them in their own home under supervision of a social service worker or probation officer assuming its a good home, in a foster care home in their own community, or in a detention center. What would you favor for a 15 year old who was: (CODE ANY ALTERNATIVE ANSWERS AS D.K.)

	Own Home	Foster Care	Detention Center	DK	REF	
Skipping school	1	2	3	8	9	31
A runaway	1	2	3	8	9	32
Shoplifting	1	2	3	8	9	33
Charged with an alcohol or drug offense	1	2	3	8	9	34
Charged with assault	1	2	3	8	9	35
Charged with arson, prostitution, or other serious offense	1	2	3	8	9	36

94. In the face of declining tax dollars for welfare services, which of the following services would you favor continuing? (READ EACH ALTERNATIVE AND CODE: 1 = YES; 2 = NO; 8 = DK; 9 = REF.)

Social services for abused or neglected children . . . . . . ___ 37
Services for disabled children or adults . . . . ___ 38
Spouse abuse programs. ___ 39
Meal services for the elderly of all income levels . . . . . ___ 40
In-home services for the elderly such as homemakers and yard care . . . . ___ 41
Community programs for the mentally retarded . . . . ___ 42
Payments for medical care for low income people. . . . . . . ___ 43
Living expenses for low income families. . . . . ___ 44

95. Should State tax dollars be used to supplement child day care programs if it enables low income parents to work?

Yes 1
No. 2 45
DK. . . . 8
REF . . . 9

96. Should State tax dollars be used to supplement child day care costs of low income parents paying their own way to: (REPEAT STEM AS NECESSARY.)

A. Finish high school?

Yes 1
No. 2 46
DK. . . . 8
REF . . . 9

B. Attend a vocational or trade school?

Yes 1
No. 2 47
DK. . . . 8
REF . . . 9

96. C. Go to college?

Yes 1
No. 2 48
DK. . . . 8
REF . . . 9

D. Attend professional or graduate college?

Yes 1
No. 2 49
DK. . . . 8
REF . . . 9

97. Do you know of any aged or disabled adults who are in need of protection because they are unable or unwilling to seek needed medical treatment, provide adequate food for themselves, or because they live in a home with unsafe or hazardous conditions?

Yes 1
SKIP TO Q. 98. — No. 2 50
DK. . . . 8
REF . . . 9

A. How many such people do you know?

NUMBER. . . . . . . __ __ 51
DK. 98 52
REF 99

98. Do you happen to know whether or not there is a toll-free hotline for reporting cases where adults are abused, neglected, or exploited?

Yes 1
No. 2 53
DK. . . . 8
REF . . . 9

99. What kind of living arrangements do you favor for moderately retarded children and adults not living with their relatives? Would you approve of their living in: (READ EACH OPTION.)

	Yes	No	DK	REF	
Foster homes?	1	2	8	9	54
Group treatment homes with live-in supervision?	1	2	8	9	55
For adults, by themselves - with supervision?	1	2	8	9	56
State institution for retarded?	1	2	8	9	57
Nursing homes?	1	2	8	9	58

A. What about severely retarded persons? Would you approve of their living in? (READ EACH OPTION.)

	Yes	No	DK	REF	
Foster homes?	1	2	8	9	59
Group treatment homes with live-in supervision?	1	2	8	9	60
State institution for retarded?	1	2	8	9	61
Nursing homes?	1	2	8	9	62

100. This Winter, what setting do you generally keep your thermostat on when you are home during the day?

RECORD DEGREES. . __ __ 63
No thermostat/DK/ 64
Doesn't work . . 98
REF . . . 99
SKIP TO Q. 101.

A. What setting do you generally keep your thermostat on during the night?

RECORD DEGREES. . __ __ 65
DK. . . . 98 66
REF . . . 99

B. What is the thermostat generally set at when nobody is at home? (NOT VACATION.)

RECORD DEGREES. . __ __ 67
DK. . . . 98 68
REF . . . 99

C. Last Summer, what temperature was your air conditioning usually set at?

RECORD DEGREES. . __ __ 69
No air conditioning 95 70
Don't use air
conditioning . . 96
DK. . . . 98
REF . . . 99

101. In terms of home energy use, we are interested in the amount of time that no one is at home at your house.

A. In an average week during the Winter, how many hours a week is no one at home at your house?

HOURS . . . . . __ __ __ 71
DK. . . .998 72
REF . . .999 73

B. Counting vacations and weekends when you were out of town, how many days last year was no one at home at your house?

HOURS.. . . . . __ __ __ 74
DK. . . .998 75
REF . . .999 76

102. As I read the following list, would you tell me if you have taken any of the following actions in order to reduce your home energy consumption in 1979? (DO NOT USE CATEGORIES AS PROBES, BUT CODE RESPONSE AS ACCURATELY AS POSSIBLE INTO THESE CATEGORIES.)

Yes. 1
No 2
No, installed previously . . 3
No, cannot or impossible . . 4
No, not economically feasible 5
No, we rent. 6
DK. . . . 8
REF . . . 9

CARD 8

A.	Caulk or put weatherstripping around doors and windows? . . .	___	11
B.	Install storm windows? (FOR THE FIRST TIME)	___	12
C.	Install storm doors? (FOR THE FIRST TIME)	___	13
D.	Added attic insulation?	___	14
E.	Added outside wall siding? (NOT INSULATION)	___	15
F.	Added insulation inside the wall?	___	16
G.	Is there anything else you have done in 1979 to reduce home energy consumption?	___	17

Please specify:

____

____

103. Do you or anyone in your household have a car, truck, or van?

Yes 1
SKIP TO Q. 104. — No. 2
DK. . . . 8
REF . . . 9

18

A. During the last year, did you use more or less gasoline than the year before?

More. 1
SKIP TO Q. 103.D. — Less. 2
SKIP TO Q. 103.G. — About the same. . . 3
DK. . . . 8
REF . . . 9

19

B. By approximately what percent did you increase your gasoline consumption? (PROBE: JUST YOUR BEST GUESS.)

RECORD PERCENT. . ___ ___ 20
DK. . . . 98 21
REF . . . 99

C. What factors caused your gasoline consumption to go up? (DO NOT READ, BUT CHECK APPROPRIATE CATEGORIES.)

GO TO Q. 103.G.

Driving a bigger car.	___	22
Driving more miles.	___	23
More drivers in household	___	24
Increased anti-pollution devices. . . .	___	25
Other (Specify)______________________ .	___	26

____

103. D. By approximately what percent did you decrease your gasoline consumption? (PROBE: JUST YOUR BEST GUESS.)

RECORD PERCENT. .__ __ 27
DK. . . . 98 28
REF . . . 99

E. What measures did you use to decrease your gasoline consumption? (DO NOT READ, BUT CHECK APPROPRIATE CATEGORIES.)

Drive smaller, more economical car. . . . . __ 29
Drive fewer miles. . . . . __ 30
Drive lower speed on highways . . . . __ 31
Ride the bus. . . . . __ 32
Car pool. . . . . __ 33
Ride bicycle, moped, small cycle, or scooter. . . __ 34
Other (Specify)____________________________. __ 35
____

F. What motivated you to decrease your gasoline consumption? (DO NOT READ, BUT CHECK APPROPRIATE CATEGORIES.)

Cost of gasoline. . . . . __ 36
Having to wait in line. . . . . __ 37
Obligation as Citizen/Duty--Unspecified . . . . . __ 38
Obligation/Duty--re trade deficit , foreign relations . . . . __ 39
Other (Specify)____________________________. __ 40
____

G. If there is a gasoline shortage and substantial increases in the price of gasoline in the next year, what will you do to try to reduce gasoline consumption? (DO NOT READ, BUT CHECK APPROPRIATE CATEGORIES.)

Drive a smaller/more economical car . . . . __ 41
Drive fewer miles . . . . __ 42
How?______________________________________
Drive lower speed on highways . . . . __ 43
Ride the bus. . . . . __ 44
Car pool. . . . . __ 45
Ride bicycle, moped, small cycle, or scooter. . . __ 46
Other (Specify)____________________________. __ 47
____
I can do nothing. . . . . __ 48
DK. . . . __
REF . . . __

104. Are you in favor of partial gasoline rationing if it is applied only to inefficient cars with low gas mileage?

Yes 1
No. 2 49
DK. . . . 8
REF . . . 9

105. Did you travel on your last vacation?

Yes 1
No. 2 50
SKIP TO Q. 106. DK. . . . 8
REF . . . 9

A. What type of transportation did you use on your last vacation? (CHECK ALL THAT APPLY.)

Passenger car . . . __ 51
Mobile home/RV. . . __ 52
Bus . . . . __ 53
Airplane. . . . . . __ 54
Train . . . . __ 55
Ship/Boat . . . . . __ 56
DK. . . . __
REF . . . __

B. How many persons were there in the party?

RECORD NUMBER . . __ __ 57
DK. . . . 98 58
REF . . . 99

C. About how many miles did you travel altogether during your last vacation?

MILES . __ __ __ __ __ 59-63
DK. . .99998
REF . .99999

106. Where have you acquired most of your information about energy conservation -- from radio, from television, from newspapers, from friends, or from somewhere else? (PROBE FOR MOST SIGNIFICANT SOURCE IF MORE THAN ONE OFFERED.)

Radio 1
TV. 2
Newspapers/Magazines 3
Friends 4
Other (Specify) . . 5
______________ 64
DK. . . . 8
REF . . . 9

107. Have you or any members of your household attended any energy conservation workshops or taken classes in energy conservation?

Yes 1
No. 2 65
DK. . . . 8
REF . . . 9

108. Would you attend a class or workshop on energy or energy conservation for the home or for driving?

Yes, general. . . . 1
Yes, only for home. 2
Yes, for driving. . 3
No. 4
DK. . . . 8
REF . . . 9

109. I am going to name a number of outdoor activities people participate in during their free time. For each one, I want you to tell me if you you have participated in this activity during the last year. (READ EACH ACTIVITY. CODE 1 = YES; 2 = NO; 8 = DK; 9 = REF.)

A. For each activity participated in, ask how many days Respondent participated and whether Respondent participated more or less than the year before. (CODE: 1 = MORE; 2 = LESS: 3 = SAME FOR CHANGE.)

	Yes/No Participated	Number of Days	Change in Participation	
Bicycling for recreation	___	___ ___ ___	___	67-71
Jogging	___	___ ___ ___	___	72-76
				CARD 9
Fishing	___	___ ___ ___	___	11-15
Canoeing	___	___ ___ ___	___	16-20
Camping	___	___ ___ ___	___	21-25

IF NO CAMPING, SKIP TO Q. 110.

1. Was any of this camping done in Nebraska?

Yes 1
No. . . . . 2 — 26
DK. . . . 8
REF . . . 9

GO TO Q. 110.

a. In general, how satisfied are you with the camping opportunities you found in Nebraska? Would you say you are very satisfied, satisfied, dissatisfied, very dissatisfied, or neither satisfied nor dissatisfied?

Very satisfied. . . 1
Satisfied 2
Neither satisfied nor dissatisfied 3
Dissatisfied. . . . 4
Very dissatisfied . 5 — 27
DK. . . . 8
REF . . . 9

1. What could be done to improve your satisfaction with the camping opportunities?

____

____

110. Did increasing gasoline prices or concerns about the availability of gasoline cause you to change your recreational activities in any way during the last year?

Yes 1
No. . . . . 2 — 28
DK. . . . 8
REF . . . 9

SKIP TO Q. 111. (No, DK, REF)

A. In what way? (PROBE: Are there any others?)

	First Change	Second Change	Third Change	
Trips closer to home	01	01	01	
Specifically, no trips out of state	02	02	02	29-30
Fewer trips	03	03	03	31-32
Change in kind of recreational activities	04	04	04	33-34
Change in transportation means	05	05	05	
Take more people on trips	06	06	06	
Other (Specify)	07	07	07	

____

____

____

111. Do you anticipate having to change your recreational activities in the coming year due to increasing gasoline prices or decreased availability of gasoline?

Yes 1
Probably. 2
Protably not. . . . 3
Definitely not. . . 4 — 35
DK. . . . 8
REF . . . 9

112. Did you have any pest problems within the last year in your home, lawn, or garden--for example, insects, spiders, rats, mice, fungi, or weeds? FOR FARMER: This refers only to your home, lawn, and the kitchen garden.

Yes 1
No. . . . . 2 — 36
SKIP TO Q. 127.
DK. . . . 8
REF . . . 9

A. What specific pests did you encounter in your home? (LIST ONLY THREE.)

1. ______________________________

2. ______________________________

3. ______________________________

4. IF ANY PESTS LISTED, ASK: What did you do about the pest problem? (READ LIST.)

Ignore them?. 1
Control them on your own? 2
Hire a professional after your own efforts proved to be ineffective?. . 3
Immediately hire a professional?. . . . 4 — 37
DK. . . . 8
REF . . . 9

B. What specific pests did you encounter in your lawn? (LIST ONLY THREE.)

1. ______________________________

2. ______________________________

3. ______________________________

4. IF ANY PESTS LISTED, ASK: What did you do about the pest problem? (READ LIST.)

Ignore them?. 1
Control them on your own? 2
Hire a professional after your own efforts proved to be ineffective?. . 3
Immediately hire a professional?. . . . 4 — 38
DK. . . . 8
REF . . . 9

112. C. What specific pests did you encounter in your garden? (LIST ONLY THREE.)

1.______________________________

2.______________________________

3.______________________________

4. IF ANY PESTS LISTED, ASK: What did you do about the pest problem? (READ LIST IF NECESSARY.)

Ignore them?	1	
Control them on your own?	2	
Hire a professional after your own efforts proved to be ineffective?	3	
Immediately hire a professional?	4	39
DK.	8	
REF	9	

113. In your efforts to control pest problems, did you use any pesticides within the last year? This includes insecticides to control insects, herbicides to control weeds, rodenticides to control rats and mice, and fungicides to control plant diseases. (DOES NOT INCLUDE PROFESSIONAL APPLICATION.)

	Yes	1	
	Pesticides were used, but by another member of the household.	2	
SKIP TO Q. 127.	No.	3	40
	DK.	8	
	REF	9	

(QUESTIONS 114 through 117 ARE NOT PRESENT IN THIS FORM.)

(CARD 9, Cols. 41-44 Not In This Form)

114. Did you use any insecticides within the last year to control insects around your home, lawn, or garden, or on your pets?

Yes 1
No. 2 41
SKIP TO Q. 115. DK. . . . 8
REF . . . 9

A. IN YOUR OWN WORDS, GET THE FOLLOWING INFORMATION. NAMES LISTED ONLY TO FACILITATE RECORDING, DO NOT READ. MAXIMUM OF FOUR.

NAME	EXACT AMOUNT USED	TARGET PESTS	EX	GD	FR	PR	DK	REF
Sevin			1	2	3	4	8	9
Malathion			1	2	3	4	8	9
Diazinon			1	2	3	4	8	9
Spectracide			1	2	3	4	8	9
Orthene			1	2	3	4	8	9
Chlordane			1	2	3	4	8	9
Raid			1	2	3	4	8	9
Real Kill			1	2	3	4	8	9
Black Flag			1	2	3	4	8	9
Hyde Roach Killer			1	2	3	4	8	9
			1	2	3	4	8	9
			1	2	3	4	8	9

115. Did you use any chemical means to control mice, rats, or other animals within the last year?

Yes 1
No. 2 42
SKIP TO Q. 116. DK. . . . 8
REF . . . 9

A. IN YOUR OWN WORDS, GET THE FOLLOWING INFORMATION. NAMES LISTED ONLY TO FACILITATE RECORDING, DO NOT READ. MAXIMUM OF FOUR.

NAME	EXACT AMOUNT USED	TARGET PESTS	EX	GD	FR	PR	DK	REF
D-Con			1	2	3	4	8	9
Vacor			1	2	3	4	8	9
Hyde Mouse and Rat Killer			1	2	3	4	8	9
			1	2	3	4	8	9
			1	2	3	4	8	9

116. Did you use any herbicides to control weeds around your home, lawn, or garden?

Yes 1
No. 2 43
SKIP TO Q. 117. DK. . . . 8
REF . . . 9

A. IN YOUR OWN WORDS, GET THE FOLLOWING INFORMATION. NAMES LISTED ONLY TO FACILITATE RECORDING, DO NOT READ. MAXIMUM OF FOUR.

NAME	EXACT AMOUNT USED	TARGET PESTS	EX	GD	FR	PR	DK	REF
Weed-B-Gone			1	2	3	4	8	9
Weed Killer			1	2	3	4	8	9
Dachthal			1	2	3	4	8	9
2-4-D			1	2	3	4	8	9
			1	2	3	4	8	9
			1	2	3	4	8	9

117. Did you use any fungicides to control plant and lawn diseases within the last year?

Yes 1
No. 2 44
SKIP TO Q. 118. DK. . . . 8
REF . . . 9

A. IN YOUR OWN WORDS, GET THE FOLLOWING INFORMATION. NAMES LISTED ONLY TO FACILITATE RECORDING, DO NOT READ. MAXIMUM OF FOUR.

NAME	EXACT AMOUNT USED	TARGET PESTS	EX	GD	FR	PR	DK	REF
Bordeaux Mixture			1	2	3	4	8	9
Sulphur			1	2	3	4	8	9
Daconil			1	2	3	4	8	9
Captan			1	2	3	4	8	9
Phaltan			1	2	3	4	8	9
			1	2	3	4	8	9
			1	2	3	4	8	9

118. Did you read the directions on the pesticide container at least once before using the product?

Yes 1
No. 2 45
SKIP TO Q. 119. DK. . . . 8
REF . . 9

A. Do you follow the directions on the pesticide containers all the time, most of the time, or hardly ever?

All the time. . . 1
Most of the time. . 2
Hardly ever 3 46
DK. . . . 8
REF . . . 9

119. Did the label contain all the information you needed to apply the pesticide safely?

Yes 1
No. 2 47
DK. 8
REF . . . 9

A. What other information was needed?

____

____

____

120. What do you do with leftover pesticides?

Continue application until supply is exhausted 1
Pour it into a sink or flush down stool. 2
Pour it into the gutter or onto the ground 3
Store it for later use 4 48
DK. 8
REF 9

121. What do you do with leftover pesticide containers? (CHECK ALL THAT APPLY.)

Placed in trash or took to dump . . . . __ 49
Buried. . . . . __ 50
Burned. . . . . __ 51
Used for other purposes . . . . __ 52
Other (Specify)_________________________. __ 53
DK. . . . __
REF . . . __

A. If you used a liquid pesticide, was the container rinsed before throwing it away?

Yes 1
No. 2
Did not use 3 54
DK. . . . 8
REF . . . 9

122. How long do you store pesticides?

Until used, regardless of time. 1
Not more than a year. 2
More than one year. 3
Do not store, buy only enough pesticide for immediate needs. . . . . 4 — 55
DK. . . . 8
REF . . . 9

SKIP TO Q. 123. (Do not store / DK / REF)

A. Where do you most often store pesticides? (IF MORE THAN ONE, PROBE FOR MOST OFTEN USED.)

Underneath the kitchen sink 1
Kitchen cabinets. 2
Bathroom cabinets 3
Garage or outbuilding 4
Basement. 5
Other . . . . 6 — 56
DK. . . . 8
REF . . . 9

B. Is your pesticide storage area secured by a lock and key?

Yes 1
No. . . . . 2 — 57
DK. . . . 8
REF . . . 9

123. Have you ever received formal training in pesticide use?

Yes 1
No. . . . . 2 — 58
DK. . . . 8
REF . . . 9

124. If you need advice concerning pesticides, who do you ask? (IF MORE THAN ONE, PROBE FOR MOST OFTEN USED.)

Local dealers (nurseries, discount stores, etc.) 1
Friends or relatives 2
County agent 3
Exterminator 4
University specialist. 5
Other (Specify)________________________________. 6 — 59
DK. . . . 8
REF . . . 9

125. Has the use of a pesticide ever had any ill effects on yourself, your family, family pets, or your property?

Yes 1
No. . . . . 2 — 60
DK. . . . 8
REF . . . 9

SKIP TO Q. 126. (No / DK / REF)

125. A. What were these? (PROBE FOR DETAILS: ILL EFFECT, HOW LONG AGO, CERTAINTY THAT ILL EFFECT DUE TO PESTICIDE, REASON FOR ILL EFFECT.)

B. Do you consider that these ill effects were minor, moderate, or severe?

Minor 1
Moderate. 2
Severe. 3 61
DK. . . . 8
REF . . . 9

126. Do you personally know anyone who has had an ill effect from the use of pesticides, for example, neighbors, friends, or family?

Yes 1
No. 2 62
SKIP TO Q. 127. DK. . . . 8
REF . . . 9

A. What was this? (PROBE FOR DETAILS: ILL EFFECT, HOW LONG AGO, CERTAINTY THAT ILL EFFECT DUE TO PESTICIDE, REASON FOR ILL EFFECT.)

The next few questions are about the termite problems in Nebraska.

127. Was your current residence pretreated during construction for termite protection?

Yes 1
No. 2 63
SKIP TO Q. 128. DK. . . . 8
REF . . . 9

A. What chemical was used?

Chlordane 1
Heptachlor. 2
Aldrin. 3
Pentachlorophenol . 4
Other 5 64
DK. . . . 8
REF . . . 9

128. Has your current residence ever been damaged by termites?

Yes 1
No. . . . . 2 — 65
SKIP TO Q. 129.
DK. . . . 8
REF . . . 9

A. Was this residence chemically treated for termite control? (OTHER THAN PRETREATMENT.)

Yes 1
No. . . . . 2 — 66
SKIP TO Q. 129.
DK. . . . 8
REF . . . 9

1. Who applied the treatment, yourself, or a commercial exterminator? (CHECK ALL THAT APPLY.)

Self or member of family. . . . . __ 67
Commercial pest control operator. . . . __ 68
Other (Specify) . . . . __ 69
DK. . . . __
REF . . . __

2. What chemical was applied?

Chlordane 1
Heptachlor. 2
Aldrin. 3
Pentachlorophenol . 4
Other . . . . 5 — 70
DK. . . . 8
REF . . . 9

3. Was the treatment effective?

Yes 1
No. . . . . 2 — 71
DK. . . . 8
REF . . . 9

129. Do you personally know of anyone within 10 miles of your present residence who is having a termite problem or who has had one in the last few years?

Yes 1
No. . . . . 2 — 72
DK. . . . 8
REF . . . 9

130. Has any other residence you have lived in in Nebraska ever been damaged by termites?

Yes 1
No. . . . . 2 — 73
DK. . . . 8
REF . . . 9

131. If ONE of Nebraska's taxes could be CUT, which tax would you most like to see cut--property taxes, the sales tax, or the state income tax?

Property taxes. . .	1	
Sales tax	2	
State income tax. .	3	74
DK. . . .	8	
REF . . .	9	

132. If ONE of Nebraska's taxes had to be RAISED, which tax would you prefer to see raised--property taxes, the sales tax, or the state income tax?

Property taxes. . .	1	
Sales tax	2	
State income tax. .	3	75
DK. . . .	8	
REF . . .	9	

133. One tax issue that is often discussed is the question of the sales tax on food. Right now each taxpayer receives a state income tax credit which is estimated to cover the amount the taxpayer pays in sales tax on food. Would you like to continue the present system or would you prefer to remove the sales tax on food?

Continue present system	1	
Remove tax on food.	2	
Other	3	76
DK. . . .	8	
REF . . .	9	

134. Do you believe that, overall, state taxes in Nebraska are higher than in most other states, lower than in most other states, or about the same? (CONCERNED WITH INDIVIDUAL TAXES, NOT CORPORATE.)

Higher.	1	
Same.	2	
Lower	3	77
DK. . . .	8	
REF . . .	9	

(QUESTIONS 135 through 136 ARE NOT PRESENT IN THIS FORM.)

(CARD 10, Cols.11-17 Not In This Form

135. Now I would like to ask you some questions about the University of Nebraska. That includes the medical center, the University of Nebraska at Omaha and Lincoln, and their activities out in the state. I would like to know what contact, if any, you have had with the University. (CHECK ALL THAT APPLY.)

CARD 10

A. Have you ever attended a cultural event or visited a museum or gallery?. . . . . ___ 11
B. Have you or your children attended the University or taken classes?. . . . . ___ 12
C. Have you ever attended an athletic event?. . . . . ___ 13
D. Have you attended lectures or programs given by a professor or staff member?. . . . . . . ___ 14
E. Have you ever received medical care from the University? . . ___ 15
F. Have you had any contact with University Extension Agents, either by reading a newspaper column, watching them on TV, or visiting with them?. . . . . ___ 16

136. The University is partly supported by state tax dollars. Do you think the University receives too much, too little, or just about the right amount of tax support?

Too much. 1
Too little. 2
About right 3 17
DK. . . . 8
REF . . . 9

137. I am going to read off a list of income categories. When I read the category which describes your total family income in 1979, please stop me.

Under $2,500. . . .	01	
$2,500 - $4,999 . .	02	
$5,000 - $7,499 . .	03	
$7,500 - $9,999 . .	04	
$10,000 - $14,999 .	05	CARD 10
$15,000 - $19,999 .	06	
$20,000 - $24,999 .	07	
$25,000 - $29,999 .	08	
$30,000 - $34,999 .	09	18
Over $35,000. . . .	10	19
DK. . . .	98	
REF . . .	99	

A. If you or the major wage earner in your household is a farmer or rancher, were the GROSS sales:

Less than $20,000.	1	
Between $20,000 - $60,000. .	2	
Between $60,000 - $100,000 .	3	
More than $100,000	4	
Not a family farm.	7	20
DK. . . .	8	
REF . . .	9	

138. What race do you consider yourself? (DO NOT READ CATEGORIES, BUT CODE INTO FOLLOWING.)

White/Caucasian.	1	
Chicano/Mexican/Hispanic . .	2	
Black/Negro.	3	
American Indian/Native American.	4	
Other (Specify).	5	21
______________________________		
DK. . . .	8	
REF . . .	9	

139. I want to emphasize again that your answers are completely confidential and your name will not be used, nor will any information be released that will permit people to identify you. Since one thing we will be looking at in this study is the relation of the social and physical environments in which people live to their answers to the questions, we would like to be able to locate your residence more specifically.

IF R. LIVES IN TOWN, ASK:

What is your street address in (NAME OF TOWN)?

____

IF R. LIVES IN THE COUNTRY, ASK:

Which is the closest town to where you live?

____

How many miles are you from (NAME OF TOWN)?

Miles. . . . .______

From (NAME OF TOWN), which way would you have to go to get to your home?

____

____

140. A. This interview is part of a long range study of the quality of life of Nebraskans. We will be randomly selecting some of the respondents from this survey and interviewing them again at a later date to see what kinds of changes have been taking place. The researchers need your full name in case you are one of the respondents randomly selected for a reinterview in the future. Would you please give me your full name? (IF R. IS FEMALE, OBTAIN HUSBAND'S FIRST NAME AND INCLUDE IT IN PARENTHESES.)

____
(NAME)

B. Sometimes people move even though they are not really planning to right now. Would you please give me the name and address of someone who would know where you lived if you happened to move in the next few years? For example, a relative or friend? I want you to understand that this person's name will not be used in any way except to help us locate you if you are selected to be reinterviewed and we cannot find you through a forwarding address. (IF PERSONAL REFERENCE IS FEMALE, OBTAIN HUSBAND'S FIRST NAME AND INCLUDE IT IN PARENTHESES.)

____
(NAME)

____
(ADDRESS)

TERMINATE INTERVIEW WITH THANKS.

POST-INTERVIEW RATINGS

141. Rate R.'s apparent intelligence?

Very high	1	
Above average	2	
Average	3	22
Below average	4	
Very low	5	

142. How suspicious did R. seem to be about the study before the interview?

Not at all	1	
Somewhat	2	23
Very suspicious	3	

143. Overall, how great was R.'s interest in the interview?

Very high	1	
Above average	2	
Average	3	24
Below average	4	
Very low	5	

144. How would you assess the reliability of the data obtained?

Excellent	1	
Good	2	
Fair	3	25
Poor	4	
Worthless	5	

145. How would you assess the degree of cooperation given by the person being interviewed?

Very cooperative	1	
Cooperative	2	
Neutral	3	26
Reluctant	4	
Hostile	5	

146. Did the respondent indicate that (he/she) had previously been interviewed for NASIS?

Yes	1	
No	2	27

147. THUMBNAIL SKETCH: Anything else about the respondent or the interview situation that seems important.

____

____

____

____

APPENDIX C

COVER SHEET

# OF KIDS	CHILD	# OF KIDS	CHILD
1	1	4	1
2	1	5	2
3	2	6	2

SERIAL NUMBER: 122

INTERVIEWER
AFFIX NAME LABEL HERE

****
**** NASIS COVER SHEET ****
**** TELEPHONE INTERVIEW - 1980 ****
****

TELEPHONE NUMBER: 9-535-2753 STAPLEHURST

ASK THE PERSON ANSWERING THE PHONE:
IS THIS TELEPHONE NUMBER (GIVEN NUMBER)? NO YES

IF NO, ASK: WHAT NUMBER IS THIS? (FILL IN NUMBER) _______________
THANK RESPONDENT AND HANG UP.

IF YES, READ THE FOLLOWING TO RESPONDENT:

I'M ______________, AN INTERVIEWER FOR THE BUREAU OF SOCIOLOGICAL RESEARCH AT THE UNIVERSITY OF NEBRASKA. WE ARE INTERVIEWING PEOPLE 18 YEARS OF AGE OR OLDER IN THE STATE OF NEBRASKA ABOUT THEIR OPINIONS AND CHARACTERISTICS SO WE CAN FIND OUT MORE ABOUT HOW NEBRASKANS THINK, FEEL, AND LIVE. WE PICKED YOUR PHONE NUMBER AT RANDOM AND I WAS WONDERING IF YOU COULD HELP ME OUT BY TELLING ME THE PEOPLE 18 YEARS OF AGE OR OLDER LIVING AT YOUR RESIDENCE?

(WIFE) 1.__________________RES.
(HUSBAND) 2.__________________RES.
3.__________________RES.
4.__________________RES.
5.__________________RES.
6.__________________RES.

# IN HH	RESD.	# IN HH	RESD.
1	1	4	4
2	2	5	5
3	1	6	5

USE THE SELECTION TABLE ABOVE TO DETERMINE WHOM TO INTERVIEW. IN THE FIRST COLUMN CIRCLE THE NUMBER OF PERSONS OVER 18 IN THE DWELLING UNIT. THE NUMBER ACROSS FROM IT IN THE SECOND COLUMN IDENTIFIES THE PERSON TO BE INTERVIEWED. CIRCLE THIS PERSON AS THE RESPONDENT IN THE LIST ABOVE. ASK THE PERSON ANSWERING THE TELEPHONE IF YOU CAN SPEAK TO THE SELECTED PERSON. IF SELECTED PERSON IS NOT HOME, ASK WHEN YOU CAN CALL BACK.

CALL RECORD

CALL NUMBER	INTER-VIEWER	HOUR OF DAY	DATE	DAY OF WEEK	RESULTS
1					
2					
3					
4					
5					

IF INTERVIEW IS TAKEN, ATTACH COVER SHEET TO INTERVIEW AND RETURN TO YOUR SUPERVISOR. IF NO INTERVIEW IS TAKEN, COMPLETE NONINTERVIEW FORM (ON BACK) AND RETURN TO YOUR SUPERVISOR.

****

***** NONINTERVIEW FORM *****

****

FILL OUT AT FINAL RESOLUTION OF EACH COVER SHEET FOR WHICH NO INTERVIEW WAS OBTAINED.

CHECK ONE:

☐ BUSINESS

☐ UNASSIGNED NUMBER

☐ NO ANSWER AFTER FIVE CALLBACKS

☐ COULD NOT FIND DESIGNATED RESPONDENT AT HOME AFTER MAXIMUM CALLBACKS

☐ REFUSAL BY PERSON ANSWERING THE TELEPHONE

☐ REFUSAL BY THE DESIGNATED RESPONDENT

☐ OTHER: SPECIFY BELOW

SEX OF PROBABLE RESPONDENT:

☐ MALE ☐ FEMALE ☐ DON'T KNOW

-------------------> IN SPACE BELOW, GIVE DETAILS OF THE NONINTERVIEW.

APPENDIX D

INTERVIEWER'S MANUAL

Bureau of Sociological Research

NASIS - 1980

Interviewer's Manual

* * * * * * * Important * * * * * * * * *

Each time you come to interview, be sure you have with you:

1. Your Interviewer's Manual
2. Name and Address List
3. Progress Report Forms

* *

Bureau of Sociological Research
Department of Sociology
University of Nebraska
Lincoln, Nebraska

Statement of Professional Ethics:*

All interviewers for the Bureau of Sociological Research are expected to understand that their professional activities are directed and regulated by the following statements of Policy:

The Bureau is a non-profit organization that only undertakes studies that it views as important to society or contributing to scholarly knowledge. It does not undertake secret research or conduct studies for the sole benefit of one individual, company, or organization. It does not conduct research for any commercial or profit-making firms.

The rights of human subjects are a matter of primary concern to the Bureau and all study procedures are reviewed to ensure that individual respondents are protected at each stage of research. When study findings are made available, the utmost care is taken to ensure that no data are released that would permit any respondent to be identified. Careful procedures are followed to ensure that identity of individuals will not be compromised.

The Bureau's strict precautions to protect the anonymity of respondents will be undermined if the interviewer does not treat information concerning respondents with equal regard. Interviewers perform a professional function when they obtain information from individuals in personal interviews, and they are expected to maintain professional ethical standards of confidentiality regarding what they hear and observe in a respondent's home. All information about respondents obtained during the course of research is privileged information, whether it relates to the interview itself or includes extraneous observations concerning the respondent's home, family, and activities.

---

*Adapted from the Policy Statement of the Survey Research Center at the University of Michigan.

Calling Schedule

The Interviewer Supervisor will arrange your calling schedule. If you are assigned a time on a given day, it is extremely important that you are there. If you cannot be there for any reason, it is your responsibility to find a replacement. A list of other interviewers and their telephone numbers will be provided to you for this purpose. If it is impossible to schedule another interviewer, call your supervisor as soon as possible. Failure to follow these procedures can lead to your termination from the project.

Daily Procedures

A. Checking In

The first thing you should do each time you come into the office to work is to sign yourself in and check your mailbox. Memos to the entire staff as well as interview schedules which need correction will be placed in your mail box. Don't forget to sign out too!

B. Preparing to Interview

You should provide yourself with a set of schedules and a set of cover sheets for each shift. The schedules have a sequence number. These are in a very special order and should always be used in order, the smallest number first. When you return unused schedules to the office, be very careful to place them back in order. In selecting cover sheets, you should first look through the call-back stack and find those that have been called previously at other times or those indicating that the respondent will be at home during your shift. After you have selected these, you may select new cover sheets. Be very careful not to mix up the stacks of cover sheets; they are very carefully labeled on the shelves.

Telephone Interviewing Procedures

A. Introduction

The respondents you are calling are selected using a Random Digit Dialing (RDD) procedure. This procedure ensures that we have a representative probability sample of all households with telephones in the state. It is a procedure that requires great patience and perserverence on the part of the interviewer as you will be dialing many numbers that have not been assigned to anyone. We have made every effort possible to restrict the range of the numbers you will call. However, many calls are often necessary before a completed interview is obtained. This should not discourage you as this is normal in this type of calling. It is important to be persistent and call as quickly as possible, while still being accurate and complete.

B. Making the Calls

1. Each cover sheet specifies a particular telephone number complete with area code and Watts line dialing instructions. Be certain that you follow these instructions exactly.

2. If you get an operator's message that the number is unassigned, call back once immediately. Sometimes there is trouble with the lines and this message is inappropriately given. If the number is still unassigned, mark that category on the noninterview form and return the cover sheet to the stack for inappropriate numbers.

3. If you reach a business number, mark that category on the noninterview form and return to stack for inappropriate numbers.

4. Each call you make must be recorded in the call record on the face of the cover sheet. For each call, record your initials, hour of day, date, day of week, and the results of the call.

4. If no one answers, fill out the details of the call record and put the cover sheet in the stack for call-backs.

5. If you get an answer, ask immediately if this is the number you have dialed. This is important as several different numbers may all reach one household or you may have misdialed. In the case of a wrong number, make one call back immediately to make sure you dialed correctly. If it is still a wrong number, mark this category on the noninterview form and put the cover sheet in the stack for inappropriate numbers.

6. If the number is correct, read person answering the phone the opening statement or your own rewording of it. Make it as conversational as possible. Add additional information to reduce suspicion, if necessary. This phase of the telephone interview is most important in securing a successful interview. Be your most convincing and as resolute as possible. The following are points you may want to make:

. . . The study is sponsored by the University of Nebraska at Lincoln, directed by Dr. Lynn White. If they have questions about the validity of the survey they can call Dr. White collect at (402) 472-3672 or they can call Mr. Robert Sheldon (402) 472-2167 collect at the Office of University Information.

. . . The data we collect have been very useful in many practical instances. For example, data on home ownership and property taxes were used in the Legislature during the debate on Homestead Exemptions. Governor Thone used our data on citizens' perceptions of tax fairness to structure his new tax package. Data on recreation are used in planning where to put new parks and recreation facilities.

. . . We will be glad to send them the results of the survey if they are interested. Get their name and address on your form if they would like this.

. . . This is the fourth year for this annual survey. We are trying to monitor change in quality of life in Nebraska: are people becoming less satisfied with their communities, their school systems, their economic situation or are they becoming more satisfied. We can only monitor this change if we receive the cooperation of a representative sample of Nebraskans.

7. If you need to call back, fill out the call record and return the cover sheet to the call-back stack. If possible, try to get an approximate time when you can return the call and record this on the call record.

8. If you get a refusal, either because they hang up on you or verbally refuse, complete the noninterview form and fill in the details of the noninterview. Return the cover sheet to the stack for refusals.

9. If the person answering the phone is willing to cooperate, record people 18 and over in the household in the table on the cover sheet. Names are not necessary, but get enough information to identify the person listed. Using the selection table on the cover sheet, select the person to be the respondent. No substitutions are permissible. If the person you are talking to is the selected respondent, proceed with the interview. If the selected respondent is not at home, fill in this information on the call sheet. If possible try to ascertain a time when respondent is likely to be at home and enter that information on the call record.

10. We make up to five calls before we give up on a number. If you unsuccessfully call a number for the fifth time, as recorded on the call record, mark this category in the noninterview form and return the cover sheet to the stack for inappropriate numbers.

11. The Call Record is our primary means of tracing the progress of an interview. It is vital that each call you make be recorded on this sheet regardless of the outcome. In addition to recording time, date, day of week, and your own initials, you should use the following codes to indicate the results of your calls. Other alternatives should be indicated as clearly as possible.

CI	Completed Interview	NA	No answer, busy
PCI	Partially completed interview	RA	Respondent absent
REF	Refusal		

12. Attach your interviewer label to the cover sheet in instances where you complete an interview or have a refusal or a partial interview.

Interview Schedule Instructions

A. Introduction

This interview should average 40-45 minutes. It is designed so that much of the material is precoded; only a few questions are open-ended or require probing. Most questions should be asked verbatim unless otherwise indicated. There is a wide variety of questions and we think both you and the respondent will find it interesting. The interview schedule has been extensively pre-tested and we do not believe you should have difficulty with any of the items. Any problems or questions you do have, however, should be reported immediately to your field supervisor, the Bureau staff, or the Study Director. If you are not completing the schedules correctly, we may request you to return to correct your mistakes--often at your own expense! A certain proportion of your interviews will be verified by your field supervisor. This means that your supervisor will contact the respondent again and verify that the interview was actually taken and all of the questions asked. Any evidence of fabricated respondents or responses will lead to immediate termination of employment. Accuracy and completeness are absolutely essential for a good, reliable interview. If you follow instructions carefully and are attentive in the training session, we believe you will find the interview task a rewarding and enjoyable experience.

B. General Comments on the Schedule Format

1. Be careful about skip patterns. They are clearly indicated if you read the interview carefully--as you should!

2. Do not read respondents information typed in all capital letters. This is for your information. Headings not typed all in capitals are read to respondents.

3. Do not read respondent all of the alternatives unless indicated.

4. Read all the questions verbatim, except where it clearly states that you are to use your own words. Do not vary wording or emphasis from interview to interview. If the respondent does not understand the question, first try reading it again. If the respondent still doesn't understand or asks, "What do you mean by . . ?" or "could you explain what . . . means?" you should try to redirect it to the respondent by giving them the response categories as suggestions. Tell them you want them to answer as they understand the questions. If this doesn't work you should record a DK (don't know) answer. In cases where the schedule suggests that you probe for further details, you have some latitude in rewording or restructuring the question.

5. Circle the appropriate response or fill in the space for answer. Always fill in spaces as specified (e.g., if there are three blanks for an answer, a 4 would be recorded as 004, a 7 would be 997, etc.)

6. Do not write in the space to the right of the line in the right-hand margin.

7. Try to keep the interview moving! Often the respondent may want to talk a lot about a subject; try to prod them on (nicely) and proceed with the interview.

8. It is better to record more detail than necessary rather than too little. There is plenty of space in the schedule for comments and non-precoded categories. If you are in doubt about what category to assign a response - - don't. Give full information and leave it to the coders. To ensure that they see these questions, mark the question number clearly in the clear space on the left-hand side of the first page of the schedule. This is very important as sometimes the interviewer tends to summarize too much. Avoid this.

9. DK means Don't Know. REF means Refused. If the skip patterns indicate that you are not to ask a question of this particular respondent, you will leave the missed question blank. The only blank questions should be those skipped according to directions.

10. There are two forms of the interview schedule. Some sets of questions appear in only one form. Watch for these sections.

C. Editing

After you have finished with an interview and have filled out the post-interview ratings and marked your times on the front page of the schedule, then you should give your schedule a final check before you turn it in. Check:

1. Skip patterns. Call back if you wrongly skipped something.
2. Fill in blanks you left empty during the interview. For example, put in prefacing zeroes where necessary, compute months employed if you jotted down years during the interview, etc.
3. Check for impossible patterns (for example, never married, age at first marriage is 21) and call back to verify. If possible, you should catch these during the interview.
4. Jot numbers of questions which concern you on the front cover of the schedule.

D. The Front Page

Basic information on the interview is included on the first page. First, record time of first contact with the respondent. Record time to the minute, do not try to round or estimate. All times should be entered using a 24-hour clock, e.g., 8:00 in the evening is 20:00. The rest of the front page can be filled out after you have completed the interview. Record the time you finish the interview and compute length of interview and record this. Record date and day of the week of the interview and affix your interviewer's label. Carefully record the Serial Number from the upper-right-hand corner of the cover sheet onto the front page of the schedule. This is vitally important as it permits us to match cover sheets to interview schedules. Be sure it is accurate.

Summary Table of Persons in Household

1. Read through questions 1-6 for each member of the household. If there are more than ten in the household, record information on additional people in the space below the table.

2. In computing years of schooling completed, do not count nursery school, preschool, or kindergarten years. This is a two-column response category, so students who have completed the fifth grade would be recorded as 05; students still in the fifth grade would be recorded as 04. Children who have yet to attend school are recorded as 00 years of schooling.

3. Babies under the age of one year are recorded as 00 years of age.

4. In coding highest degree, use the following codes:

   0 Less than high school diploma
   1 High school diploma or GED (general education degree)
   2 Two year degree from a vocational school;
     Jr. or Community College Degree; Associate Degree
   3 Bachelor's Degree (B.A. or B.S.)
   4. Graduate Degree (M.A., M.S., or M.S.W., Ph.D. or M.D., J.D., law degree, ministry, chiropractor, optometry, dentistry)

5. Code the status of each member of the household in the survey as either the respondent, the respondent's spouse, the selected child or other. For several of the questions a sample of children is necessary. If the respondent lists any own children (natural or adopted) between the ages of 6 and 17 in the household, use the child selection table printed on the cover sheet to select a child to inquire about. Use only R's children 6-17 in this selection process. Circle '3' (selected child) as this child's status in the survey and mark the child's name down on a piece of paper so that you can refer to the child by name in the appropriate questions (37-40).

Directions for Specific Items

14. A townhouse is a rowhouse where each unit has access to the outdoors. A condominium could thus be either a townhouse or an apartment. These categories refer to the building itself, not the ownership status. Most duplexes, for example, would be counted as townhouses.

15. Young people residing with their parents would record their parents' ownership status. People who live in free housing, housing in exchange for some nonquantifiable service, etc. are recorded as 'Other." Buying means still making payments through a mortgage or contract.

14.A. Exclude balconies, porches, unfinished attics, utility rooms, walk-in closets. If unfinished basement is used to sleep in, count it. If they share rooms with another family, include them. A room has four permanent walls, screens are not permanent. The wall need not be all the way to the ceiling to qualify.

16. If more than one category fits, circle the one highest on the list.

16.B. We want as much detail as possible here!! Just "teacher" or "foreman" is not enough. Be much more specific. Don't be afraid to put down too much information. It is sometimes helpful to know place of employment, e.g., meat cutter at Safeway, at Farmland, etc. Be sure and get the detail requested for farmers. This is very important. This information should be gathered only for current job or, in the case of former workers, most recent job.

16.C. Refers to time with this employer in this job, not to particular particular occupation. Unless major change in duties (say, from mechanic to sales work), all time with the employer will count. For farmers, time on this land or in this region.

17 - 17.C. Same as 16, 16.B., and 16.C.

23. Use your own words to get marital history, altering the wording you use to fit the circumstances you already know, i.e., their answer to question 22 and their current marital status. Do not make any assumptions, however, but go ahead and verify each answer. For example, a woman who reports that she is widowed and has been married only once can be asked at what age she got married followed by, "your husband is no longer living is he?" and then a question about her age when her husband died. You should go ahead and verify that this was her only marriage.

26. If they give you a very general category of religion, for example, "Christian," record this as "Other" and probe for the name of the church they attend.

28. This refers to the Legislature in general rather than this particular session of the Legislature.

29. These questions refer to their local government in general rather than to this particular administration.

35. If respondent does not favor increasing school support at all, add in your own words a phrase such as, "But if they do get increased tax support, which tax would you prefer it to come from?"

36-37. Responses other than "yours" or "his/hers" should be recorded as other. For example, "we never disagree" or "we work it out" would be recorded as other.

39. Question refers to parents no longer affiliated with household; does not include parents away with military, etc.

44. This question refers to chronic health conditions that have troubled the respondent for more than three months during this year. One isolated instance of high blood pressure, for example, would not qualify even it is a problem going back many years.

45. Includes ophthalmologists and osteopaths, but not opticians, dentists, optometrists, or chiropractors.

45.C - 45.F. Refers to their usual doctor or one they see most often.

45.D. If their appointments are always set up in advance, circle '97' for 'never call." Question is concerned with occasions in which one calls up and wants to see the doctor, say for a temperature or an ache, but does not refer to emergency calls.

48.A. Private health insurance is that offered by a non-governmental corporation, for example Blue Cross-Blue Shield or Health Central. If government employees receive Blue Cross-Blue Shield, for example, as a fringe benefit, it is still private insurance.

48.B. This question includes health insurance cost for the entire family. It does not include employer's or government contributions, but simply what is deducted from paycheck or social security check or paid by respondent.

49. This refers to all related members of the household. It does not include payments for drugs nor the cost of the health insurance itself.

50. Do not read the categories. Record the limitation as nearly as possible.

60, 61, 62. These questions refer to a single sitting, for example, an evening or an afternoon.

63. Persons who have never been intoxicated would have to be recorded as DK.

67. The question is concerned with specifically alcoholism treatment agencies rather than general treatment facilities like hospitals or mental health centers-unless the latter have an alcoholism program.

69.E. If their cigarettes are longer than 100 millimeter, circle this category anyway.

77.A & B, 78.A, 79.A. Where respondent is opposed to regulation, stress that question supposes that government decides to regulate. In this situation, who do they believe should do the regulating?

80. If they don't believe in the likelihood of a shortage, stress that the questions asks "IF we face a shortage." If they still don't want to consider the options, circle refuse.

84. Property stolen from an automobile, whether parked at home or elsewhere, is recorded as '04--property stolen from you away from home.' This category includes thefts from your person while you're away from home or from your automobile; thefts from your home would be recorded as '02.' If this incident involves use of force, it is more appropriately recorded under question 85 on violent or personal crimes.

84.A - G Do not read respondent any of the categories. Select first reason they give and fit it into one of the categories. Make sure respondent is really reporting a crime that happened in the last 12 months. If the respondent answers yes to a crime question, but you are unsure that the crime really belongs there, record the nature of the crime in as much detail as possible and draw this to the attention of the coders by noting this question on the front page.

85. This question refers to respondent only, not to members of the household. Robbery with contact means that the respondent was touched; being threatened or having a gun pointed at one does not constitute contact.

85.A - c. Same as for 84.A - G.

89, 90, 91. Do not read these categories, but check all that are mentioned. Do not probe. We are interested only in most salient answer in respondent's mind. If you need further information to fit it into one of these categories, you may probe for this purpose.

102. This question is attempting to find out what recent actions people have taken, not how good they are at conservation. We are concerned here only with actions taken in 1979. Use the response categories to code each response, but do not use as probes. If a respondent simply says, "no," then code 2--do not ask for further information. If they volunteer additional information, fit the response as best as possible into the other codes. We are concerned with new installations in this question; seasonal installation of storm doors, etc. would not count unless new areas were covered this year.

103.G. Try to fit answers into these categories. "Taking a longer vacation" or "moved farther from work" would all be coded as driving more miles.

103.E. Try to fit answers into these categories. "Consolidating errands" or "taking a shorter vacation" would be coded as driving fewer miles.

103.G. In this one question, we are concerned with the mechanism by which people intend to drive fewer miles. Thus, if they say "consolidate errands" or "skip our vacation," check Drive Fewer Miles and specify.

108. Do not use categories for probes. Record a simple "yes" as "1" and use answers 2 and 3 only if volunteered.

112-130. These questions refer to the household rather than just to the respondent. In cases where the respondent's spouse handles all of these matters, you may have a lot of DKs. The respondent can turn around and ask the spouse if they are present in the same room, but discourage the respondent from making a detailed investigation.

113. You need not probe to find out whether respondent or another member of the household applied the pesticides, but if respondent volunteers that "I don't do it, my husband handles all of that" or something similar, then code '2.' Go ahead and ask the additional questions even if you get a lot of DKs.

114.A - 117.A Here we need exact amount of pesticide used. If respondent says they used a bag, ask what sized bag. If they say a small bag, ask how many pounds. If they say 2-3 pounds, ask whether it is closer to 2 or 3. Be sure to find out how many bags were used. Use the same procedure when inquiring about cans, bottles, etc. The information is useless unless very precise.

125.A, 126.A We need very specific detail here. Probe carefully and describe the incident fully. If a human death occured as a result of a pesticide, you may assume that the effect was severe and skip that question.

132. If they oppose raising taxes, stress that the question supposes that taxes have to be raised.

137. The income question concerns all related members of the household who pool their income. Earnings of youngsters or social security payments to elderly parents are not included unless this income is contributed to the family pool. Young adults living with their parents or older people living with grown children should record only their own income unless they have access to the family checkbook.

139. This information is important for coding the location of the respondent. Get the location as accurately as possible. If respondent chooses to indicate their location in another way (e.g., one mile north of the junction of Hwy. 77 and 2), record it that way. Be sure the information is specific enough, within a mile or two, for our coders to pinpoint where the person lives.

140.A - B. You may reword or elaborate this any way you wish to secure this information. Include first name and middle name or initial as well as last name. Husband's name would be appropriate for married or widowed women.

Post Interview Ratings

Record the time that the interview is completed before filling out the post-interview ratings. Answer the post-interview questions as fully as possible using your best judgment. Always give a thumbnail sketch, even if the interview went smoothly with no problems. We want your impression of how the interview went and any complications you noted.

Bureau of Sociological Research, Staff

Sharon Selvage	472-3672
Irene Bettenhausen	

Marilyn Waldron, Interviewer Supervisor

Home:	464-2847
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APPENDIX E

INTERVIEW PROCESSING CONTROL RECORD

Bureau of Sociological Research
Department of Sociology
University of Nebraska
Lincoln, Nebraska 68588

SHEET NO.________

NASIS -
INTERVIEW PROCESSING CONTROL RECORD

Assigned Number	Sequence Number	Type	Date In	Precoded Seg.		Coded Seg.		Date Verif.	Date I.D. Sep. and Filed
				Date Punched	Date Verif.	Date Coded	Date Punched		

APPENDIX F

CODING INSTRUCTIONS, CODING SHEETS AND INDUCTIVE CLASSIFICATION FORM, AND INDUCTIVE CODES FOR CORE QUESTIONS

CODING INSTRUCTIONS - NASIS 1980

GENERAL

Coding is done on the special coding sheets from which the keypunching is done. Follow all instructions carefully. If the instructions do not provide the answer to a special situation, put the schedule you are working on aside until you can clear with the project director what you should do. Don't try to think of your own solution! Three people may decide to treat the same situation in three different ways, reducing the reliability of the coding.

All information must be recorded accurately. Some of the schedules you code will be coded again by someone else to check on your coding accuracy and reliability. Any problems found in coding will be called to your attention as soon as found to correct the problems quickly. It should be emphasized again that if you are in doubt, ask.

The most common coding technique is inductive classification (I.C.). This technique is used to code open-ended items for which we have not assigned a set of pre-determined categories. A master I.C. sheet for each I.C. item will be kept in a place all coders can access. The first response you receive is assigned a code of 1., and a brief but accurate summary of the response is written next to the number 1. on the I.C. Coder Form. The person adding the category also includes their initials and the date the category was added. Always check through the list to see if any previously assigned I.C. category fits. A perfect fit is normally not necessary unless so specified. If a category is not already available, a new one should be added to the list and assigned the next number in sequence.

Record all codes right-justified, i.e., a 1 in a 3-column field would be 001. Unless directed otherwise, code zeroes if inappropriate or no answer.

If the question was not filled out for any reason, leave blank unless otherwise instructed.

Specific Instructions

On each coding sheet the first four columns have already been filled in with the project number, 2 1 2 0. The next four columns (5-8) are to be filled with the serial number from the cover sheet. Columns 9-12 are for the four-digit I.D. number which is hand-written at the very top right-hand corner of the interview schedule. Please be accurate as these numbers are used to merge the code sheets with the pre-coded information which is already keypunched. The I.D. number assigned to you, the coder, is recorded in columns 13 and 14. The two-digit card number will be recorded in columns 15 and 16.

Card No. 11

Question	Columns	Instructions
1-4	17-18	Count the number in the household and place in columns 17 and 18. Look for indication of more than 10 people in the household.
1-4	19-20	Determine which of the following categories the household will fall into and record in columns 19 and 20. If the household does not fit into these categories, create an I.C. sheet starting with code 13 and describe the household with that code.

1. husband-wife only
2. husband-wife, dependent children
3. husband-wife, dependent children, other relatives

4. husband-wife, dependent children, other relatives, non-relatives
5. husband-wife, dependent children, non-relatives
6. one person household
7. two or more non-relatives, living together
8. parent with own children
9. parent with own children, other relatives
10. parent with own children, other non-relatives
11. parent with own children, other relatives, non-relatives
12. two or more relatives not elsewhere classified

16.B.	21-22	S.E.I. Code. Assign the S.E.I. Code from the list provided. Do this as accurately as you can. If an occupation is not on the list, find the best substitute. If you still have problems, save it and ask the project director. Assign 00 if No Occupation. DK = 98; REF = 99.
16.B.	23-24	Occupation Type Code. Assign from the list provided. If not enough information is available, consult the director. No Occupation = 00. DK = 98; REF = 99.
17.B.	25-26	Spouse's S.E.I. Code. Same as 16.B. Code 97 if no spouse.
17.B.	27-28	Spouse's Occupation Type Code. Same as 16.B. Code 97 if no spouse.
25	29-30	"Other" denomination
26	31-32	"Other" political party
45.B.	33-34	"Other" clinic
47.D.	35-36	"Other" payment for treatment
48.A.	37-38	"Other" health insurance
69.F.	39-41	Cigarette brand
76.A.	42-43	Natural Resource District Board member
78.A.	44-45	"Other" business regulator
79.A.	46-47	"Other" private regulator
84	48-49	First unsuccessful crime attempt
84	50-51	Second unsuccessful crime attempt

84	52-53	Third unsuccessful crime attempt
84.B.1.	54-55	First reason not satisfied with police handling
84.B.1.	56-57	Second reason not satisfied with police handling
84.B.1.	58-59	Third reason not satisfied with police handling
84.D.	60-61	First crime incident
84.D.	62-63	Second crime incident
84.D.	64-65	Third crime incident
85	66-67	First personal crime
85	68-69	Second personal crime
85	70-71	Third personal crime
85.B.1.	72-73	First reason not satisfied with police handling
85.B.1.	74-75	Second reason not satisfied with police handling
85.B.2.	76-77	Third reason not satisfied with police handling
86.A.1.	78-80	Kind of crime changing

Card No. 12

88.A.	17-18	"Other" security measure
89	19-20	"Other" cause of crime
90	21-22	"Other" crime reduction action
91 (1)	23-24	Specific law to be enforced better
91 (2)	25-26	"Other" police improvement
102.G.	27-28	"Other" energy saving measures
103.C.	29-30	"Other"reasons for gasoline increase
103.E.	31-32	"Other" measures to decrease gasoline consumption
103.F.	33-34	"Other" motivation (reason) to decrease
103.G.(1)	35-36	"How" drive fewer miles
103.G.(2)	37-38	"Other" action to reduce gasoline consumption
106	39-40	"Other" source of information on energy shortage

109.a.1.	41-42	"Camping" improvements
110.A.	43-44	"Other" recreational change - first
110.A.	45-46	"Other" recreational change - second
110.A.	47-48	"Other" recreational change - third
112.A.	49-51	First pest in home
112.A.	52-54	Second pest in home
112.A.	55-57	Third pest in home
112.B.	58-60	First pest in lawn
112.B.	61-63	Second pest in lawn
112.B.	64-66	Third pest in lawn
112.C.	67-69	First pest in garden
112.C.	70-72	Second pest in garden
112.C.	73-75	Third pest in garden
114.A.	76-77	Insecticide number 1
114.A.	78-80	Amount of insecticide number 1

Card No. 13

114.A.	17-18	Target pest of insecticide number 1
114.A.	19	Results of insecticide number 1
114.A.	20-21	Insecticide number 2
	22-24	Amount
	25-26	Target pest
	27	Results
114.A.	28-29	Insecticide number 3
	30-32	Amount
	33-34	Target pest
	35	Results
114.A.	36-37	Insecticide number 4
	38-40	Amount
	41-42	Target pest
	43	Results

115.A.	44-45	Rodenticide number 1
115.A.	46-48	Amount of Rodenticide number 1
115.A.	49-50	Target pest of Rodenticide number 1
115.A.	51	Results of Rodenticide number 1
115.A.	52-53	Rodenticide number 2
	54-56	Amount
	57-58	Target pest
	59	Results
115.A.	60-61	Rodenticide number 3
	62-64	Amount
	65-66	Target pest
	67	Results
115.A.	68-69	Rodenticide number 4
	70-72	Amount
	73-74	Target pest
	75	Results
116.A.	76-77	Herbicide number 1

Card No. 14

116.A.	17-19	Amount of Herbicide number 1
116.A.	20-21	Target pest of Herbicide number 1
116.A.	22	Results of Herbicide number 1
116.A.	23-24	Herbicide number 2
	25-27	Amount
	28-29	Target pest
	30	Results
116.A.	31-32	Herbicide number 3
	33-35	Amount
	36-37	Target pest
	38	Results
116.A.	39-40	Herbicide number 4
	41-43	Amount
	44-45	Target pest
	46	Results
117.A.	47-48	Funcicide number 1
117.A.	49-51	Amount of Fungicide number 1
117.A.	52-53	Target pest of Fungicide number 1
117.A.	54	Results of Fungicide number 1

117.A.	55-56	Fungicide number 2
	57-59	Amount
	60-61	Target pest
	62	Results
117.A.	63-64	Fungicide number 3
	65-67	Amount
	68-69	Target pest
	70	Results
117.A.	71-72	Fungicide number 4
	73-75	Amount
	76-77	Target pest
	78	Results
119.A.	79-80	"Other" information needed

Card No. 15

121	17-18	"Other" disposal of leftover pesticides
124	19-20	"Other" advice concerning pesticides
125.A.	21-23	Ill Effects from pesticides - family
126.A.	24-26	Ill Effects from pesticides - someone known personally
128.A.1.	27-28	"Other" termite treatment applier
138	29-30	"Other" race
7	31-33	County number. Take this 3-column number from the list in the code book.
8.A.	34-37	City Code. Take this 4-column number from the list of city codes in the code book. If the respondent lives in a rural area, assign code 9996.
	38	The first digit of the telephone area code. Look on the cover sheet for the area code and enter a "3" if the area code is 308, and a "4" if it is 402.
	39-41	Telephone prefix.
	42-45	X-Axis
	46-49	Y-Axis

Locate the community or place the respondent lives using questions 7 and 139. Record to the nearest 10th. For example, someone living on line 14 would be recorded as 14.0.
If they live in town, it would be __ __ __ 0;
North of town would be __ __ __ 1;
Northeast, __ __ __ 2;
East, __ __ __ 3;
Southeast, __ __ __ 4;
South, __ __ __ 5;
Southwest, __ __ __ 6;
West, __ __ __ 7;
Northwest, __ __ __ 8;
If exact location of town not given, it would be __ __ __ 9.

Project________________

INDUCTIVE CLASSIFICATION (I.C.) CODER FORM

ITEM #__________ DESCRIPTION______________________________

# of Columns ________ Sheet _____ of _____

No.	I.C. Description	Coder's Initials	Date Added

NASIS-80
Date Coded___________
Coder I.D.___________

Card 11

2 1	1 2	2 3	0 4	Serial 5
Number 6	7	8	Respondent's I. D. 9	10
Number 11	12	Coder I. D. No. 13	14	1 15
1 16	No. In HH 17	18	HH Type 19	20
R.'s SEI Code 21	(16) 22	16. R.'s Occ. Type (B) 23	24	17. Spouse's 25
S.E.I. Code 26	17.B. Spouse's Occ. Type 27	28	25. "Other" denomination 29	30
26. "Other" Polit. Party 31	32	45.B. "Other" Clinic 33	34	47.D. Pay for 35
treatment 36	48.A. Health Insurance 37	38	69.F. Cigarette Brand 39	40
Name 41	76.A. NRD Member 42	43	78.A. "Other" Bus. Regulator 44	45
79.A. "Other: 46	Priv.Regulator 47	84. 1st Unsuccess. Crime 48	49	84. 2nd Unsuc- 50
cess. Crime 51	84. 3rd Unsuccess. Crime 52	53	84.B.1. 1st Why Not 54	55
84.B.1. 2nd Why Not 56	57	84.B.1. 3rd Why Not 58	59	84.D. 1st 60
Damage 61	84.D. 2nd Damage 62	63	84.D. 3rd Damage 64	65
85. 1st Personal Crime 66	67	85. 2nd Personal Crime 68	69	85.D. 3rd Per- 70
sonal Crime 71	85.B.1. 1st Why Not 72	73	85.B.1. 2nd Why Not 74	75
85.B.1. 3rd Why Not 76	77	86.A.1. Kind of Crime Changing 78	79	80

NASIS-80

Card 12

2 1	1 2	2 3	0 4	Serial 5
Number 6	7	8	Respondent's I. D. 9	10
Number 11	12	Coder I. D. No. 13	14	1 15
2 16	88.A. "Other" 17	Security Meas 18	89. "Other" Cause of Crime 19	20
90. "Other" Crime Reduction 21	22	91.(1) Specific Law Enforce 23	24	91.(2) "Other" 25
Police Improve. 26	102.G. "Other" Energy Sav. 27	28	103.C. "Other" Reason Incr. 29	30
103.E. "Other" 31	Meas.toDecr. 32	103.F. "Other" 33	Reason Decr. 34	103.G.(1) How 35
Drive Fewer M 36	103.G.(2) "Other" 37	38	106. "Other" Source 39	40
109.a.1. Camping Improve. 41	42	110. "Other Rec. Changes 43	44	110. "Other" 45
Rec. Changes 46	110. "Other" 47	Rec. Changes 48	112.A. Home Pests #1 49	50
51	112.A. Home Pest #2 52	53	54	112.A. Home 55
Pest #3 56	57	112.B. Lawn Pests #1 58	59	60
112.B. Lawn Pests #2 61	62	63	112.B. Lawn Pests #3 64	65
66	112.C. Garden Pests #1 67	68	69	112.C. Garden 70
Pests #2 71	72	112.C. Garden Pests #3 73	74	75
114.A.1. Insect. #1 76	77	114.A.2. Amount Insect. #1 78	79	80

NASIS-80

Card 13

2 1	1 2	2 3	0 4	Serial 5
Number 6	7	8	Respondent's I. D. 9	10
Number 11	12	Coder I. D. No. 13	14	1 15
3 16	114.A.3. Target Pests, #1 17	18	114.A.4. Res. 19	114.B.1. 20
Insect. #2 21	114.B.2. Amount Insect. #2 22	23	24	114.B.3. Target 25
Pests, #2 26	114.B.4.Res. 27	114.C.1. Insect. #3 28	29	114.C.2. Amount 30
Insect. #3 31	32	114.C.3. Target Pests, #3 33	34	114.C.4.Res. 35
114.D.1. Insect. #4 36	37	114.D.2. Amount Insect. #4 38	39	40
114.D.3. Target Pests, #4 41	42	114.D.4.Res. 43	115.A.1. Rod. #1 44	45
115.A.2. Amount Rod. #1 46	47	48	115.A.3. Target Pest, #1 49	50
115.A.4. Res. 51	115.B.1. Rod. #2 52	53	115.B.2. Amount Rod. #2 54	55
56	115.B.3. Target Pests, #2 57	58	115.B.4. Res. 59	115.C.1. Rod. 60
#3 61	115.C.2. Amount Rod. #3 62	63	64	115.C.3. Tar- 65
get Pests, #3 66	115.C.4. Res. 67	115.D.1. Rod. #4 68	69	115.D.2. Amount 70
Rod. #4 71	72	115.D.3. Target Pests, #4 73	74	115.D.4. Res. 75
116.A.1. Herb. #1 76	77	Blank 78	Blank 79	Blank 80

NASIS-80 Card 14

2 1	1 2	2 3	0 4	Serial 5
Number 6	7	8	Respondent's I. D. 9	10
Number 11	12	Coder I. D. No. 13	14	1 15
4 16	116.A.2. Amount Herb. #1 17	18	19	116.A.3. Target 20
Pests, #1 21	116.A.4. Res. 22	116.B.1. Herb. #2 23	24	116.B.2. Amount 25
Herb. #2 26	27	116.B.3. Target Pests, #2 28	29	116.B.4. Res. 30
116.C.1. Herb. #3 31	32	116.C.2. Amount Herb. #3 33	34	35
116.C.3. Target Pests, #3 36	37	116.C.4. Res. 38	116.D.1. Herb. #4 39	40
116.D.2. Amount Herb. #4 41	42	43	116.D.3. Target Pests, #4 44	45
116.D.4. Res. 46	117.A.1. Fungicide #1 47	48	117.A.2. Amount Fungicide 49	50
#1 51	117.A.3. Target Pests, #1 52	53	117.A.4. Res. 54	117.B.1. Fungi- 55
cide #2 56	117.B.2. Amount Fungicide #2 57	58	59	117.B.3. Target 60
Pests, #2 61	117.B.4. Res. 62	117.C.1. Fungicide #3 63	64	117.C.2. Amount 65
Fungicide #3 66	67	117.C.3. Target Pests, #3 68	69	117.C.4. Res. 70
117.D.1. Fungicide #4 71	72	117.D.2. Amount Fungicide #4 73	74	75
117.D.3. Target Pests, #4 76	77	117.D.4. Res. 78	119. "Other" Information 79	80

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Card 15

2 1	1 2	2 3	0 4	Serial 5
Number 6	7	8	Respondent's I. D. 9	10
Number 11	12	Coder I. D. No. 13	14	1 15
5 16	121. "Other" 17	18	124. "Other" 19	20
125.A. Ill Effects 21	22	23	126.A. Ill Effects 24	25
26	128.A.1. Termite Applier 27	28	138. Race 29	30
7. County No. 31	32	33	8.A. City Code 34	35
36	37	Area Code 38	Telephone Prefix 39	40
41	X-Axis 42	43	44	45
Y-Axis 46	47	48	49	End of Card 50
51	52	53	54	55
56	57	58	59	60
61	62	63	64	65
66	67	68	69	70
71	72	73	74	75
76	77	78	79	80

INDUCTIVE CODES FOR NASIS80 CORE QUESTIONS

Coder I.D. Numbers

01	Sharon Selvage
02	Irene Bettenhausen
03	Cora Pilcher
04	Marty Wolff
05	Geneva Baker
06	Blanche Avey
07	Vi Jewell
08	Helen Soderquist
09	Laurie Eells

Household Type

01	Husband-wife only
02	Husband-wife, dependent children
03	husband-wife, dependent children, other relatives
04	Husband-wife, dependent children, other relatives, non-relatives
05	Husband-wife, dependent children, non-relatives
06	One person household
07	Two or more non-relatives, living together
08	Parent with own children
09	Parent with own children, other relatives
10	Parent with own children, other non-relatives
11	Parent with own children, other relatives, non-relatives
12	Two or more relatives not elsewhere classified
13	Husband-wife, non-relatives
14	Two or more relatives and other non-relatives

Item 25. "Other" Denomination

01	World Wide Church of God
02	Jehovah Witness
03	Orthodox
04	Pentecost
05	All Faith
06	Mormon
07	Christian
08	Believe in many religions
09	Seventh Day Adventist
10	Eastern Orthodox
11	Church of God and Christ
12	Bahai Faith
13	Fundamentalist
14	Buddism - Taoist
15	Church of God
16	Christian Scientist
17	Open Bible Church
18	Latter Day Saints

16	Farmer owning 2000-2499 acres, irrigation not ascertained
17	Farmer owning 2000-2499 acres, non-irrigated
18	Farmer owning 2000-2499 acres, secondary irrigation
19	Farmer owning 1000-1999 acres, primary irrigation
20	Farmer owning 500-999 acres, irrigation not ascertained
21	Farmer owning 500-999 acres, non-irrigated
22	Farmer owning 500-999 acres, secondary irrigation
23	Farmer owning 500-999 acres, primary irrigation
24	Farmer owning 220-499 acres, irrigation not ascertained
25	Farmer owning 220-499 acres, non-irrigated
26	Farmer owning 220-499 acres, secondary irrigation
27	Farmer owning 220-499 acres, primary irrigation
28	Farmer owning less than 220 acres, irrigation not ascertained
29	Farmer owning less than 220 acres, non-irrigated
30	Farmer owning less than 220 acres, secondary irrigation
31	Farmer owning less than 220 acres, primary irrigation
32	Farmer renting 500 or more acres, irrigation not ascertained
33	Farmer renting 500 or more acres, non-irrigated
34	Farmer renting 500 or more acres, secondary irrigation
35	Farmer renting 500 or more acres, primary irrigation
36	Farmer renting 220-499 acres, irrigation not ascertained
37	Farmer renting 220-499 acres, non-irrigated
38	Farmer renting 220-499 acres, secondary irrigation
39	Farmer renting 220-499 acres, primary irrigation
40	Farmer renting less than 220 acres, irrigation not ascertained
41	Farmer renting less than 220 acres, non-irrigated
42	Farmer renting less than 220 acres, secondary irrigation
43	Farmer renting less than 220 acres, primary irrigation
44	Rancher, 5,000 or more head of cattle
45	Rancher, 3,000-4,999 head of cattle
46	Rancher, 1,500-2,999 head of cattle
47	Rancher, 750-1,499 head of cattle
48	Rancher, 250-749 head of cattle
49	Rancher, 100-249 head of cattle
50	Rancher, less than 100 head of cattle
51	Rancher, Not Elsewhere Classified
52	Farmer, Own, Not Elsewhere Classified
53	Farmer, Rent, Not Elsewhere Classified
54	Farmer, Not Elsewhere Classified
55	Retired, No Other Information
56	Farmer-Rancher, Not Elsewhere Classified
57	Farmer owning 1000-1999 acres, non-irrigated
58	Farmer owning 1000-1999 acres, secondary irrigation
59	Farmer owning 1000-1999 acres, primary irrigation

NASIS80 CITY CODES

0015	Ainsworth
0020	Albion
0025	Alda
0035	Allen
0040	Alliance
0045	Alma
0095	Arnold
0105	Ashland
0110	Ashton
0115	Atkinson
0125	Auburn
0130	Aurora
0150	Bancroft
0175	Bassett
0180	Battle Creek
0185	Bayard
0195	Beatrice
0200	Beaver City
0215	Beemer
0230	Bellevue
0245	Benedict
0250	Benkelman
0255	Bennet
0260	Bennington
0275	Big Springs
0285	Blair
0290	Bloomfield
0295	Bloomington
0305	Blue Springs
0320	Brady
0335	Bridgeport
0355	Broken Bow
0360	Brownville
0365	Brule
0370	Bruning
0375	Bruno
0380	Brunswick
0400	Burwell
0410	Butte
0420	Cairo
0425	Callaway
0430	Cambridge
0445	Carroll
0450	Cedar Bluffs
0460	Center
0465	Central City
0470	Ceresco
0490	Chappell
0500	Clarks
0515	Clay Center
0530	Cody
0535	Coleridge
0540	Colon
0545	Columbus
0560	Cook
0590	Cozad
0605	Crawford
0610	Creighton
0615	Creston
0620	Crete
0630	Crookston
0640	Curtis
0660	Dakota City
0660	Danbury
0675	Davenport
0685	David City
0695	Daykin
0710	Deshler
0720	DeWitt
0755	Dorchester
0780	Dunning
0790	Eagle
0795	Eddyville
0825	Elkhorn
0830	Elm Creek
0835	Elmwood
0845	Elwood
0855	Emerson
0875	Eustis
0880	Ewing
0890	Fairbury
0895	Fairfield
0900	Fairmont
0905	Falls City
0915	Farnam
0917	Farwell
0930	Fordyce
0945	Franklin
0950	Fremont
0955	Friend
0960	Fullerton
0975	Garland
0985	Geneva
0990	Genoa
0995	Gering
1000	Gibbon
1015	Glenvil
1025	Gordon
1030	Gothenburg
1035	Grafton
1045	Grand Island
1050	Grant
1055	Greeley Center
1060	Greenwood
1070	Gretna
1090	Hadar
1100	Hallam
1135	Hartington

1140	Harvard
1145	Hastings
1150	Hayes Center
1155	Hay Springs
1170	Hebron
1175	Hemingford
1180	Henderson
1200	Hershey
1205	Hickman
1210	Hildreth
1220	Holdrege
1235	Hooper
1255	Howells
1260	Hubbard
1265	Hubbell
1275	Humphrey
1295	Imperial
1296	Champion
1310	Inman
1350	Kearney
1355	Kenesaw
1370	Kimball
1380	Laurel
1383	La Vista
1405	Lewellen
1415	Lexington
1425	Lincoln
1445	Lodgepole
1470	Loup City
1485	Lynch
1490	Lyons
1495	McCook
1570	Maxwell
1580	Mead
1610	Milford
1615	Millard
1620	Miller
1625	Milligan
1635	Minden
1640	Mitchell
1670	Mullen
1675	Murdock
1680	Murray
1685	Naper
1695	Nebraska City
1700	Nehawka
1705	Neligh
1710	Nelson
1715	Nemaha
1740	Nickerson
1745	Niobrara
1755	Norfolk
1765	North Bend
1775	North Platte
1785	Oakdale
1790	Oakland
1815	Ogallala
1825	Omaha
1830	O'Neill
1840	Orchard
1845	Ord
1860	Osceola
1865	Oshkosh
1870	Osmond
1880	Overton
1885	Oxford
1900	Palmer
1905	Palmyra
1915	Papillion
1920	Pawnee City
1925	Paxton
1935	Pender
1940	Peru
1945	Petersburg
1960	Pierce
1965	Pilger
1975	Platte Center
1980	Plattsmouth
1995	Plymouth
2000	Polk
2005	Ponca
2020	Prague
2030	Primrose
2045	Ralston
2050	Randolph
2055	Ravenna
2085	Rising City
2115	Rosalie
2120	Roseland
2135	Rushville
2145	St. Edward
2155	St. Paul
2175	Schuyler
2180	Scotia
2185	Scottsbluff
2190	Scribner
2200	Seward
2205	Shelby
2210	Shelton
2215	Shickley
2230	Sidney
2235	Silver Creek
2245	Snyder
2255	South Sioux City
2290	Stanton
2295	Staplehurst
2300	Stapleton
2315	Stella
2345	Stromsburg
2355	Sumner

2360	Superior
2370	Sutherland
2385	Syracuse
2420	Tekamah
2430	Thayer
2440	Thurston
2445	Tilden
2470	Ulysses
2485	Upland
2490	Utica
2495	Valentine
2500	Valley
2505	Valparaiso
2520	Verdigre
2540	Wahoo
2555	Walthill
2575	Wauneta
2580	Wausa
2585	Waverly
2590	Wayne
2595	Weeping Water
2615	Weston
2620	West Point
2635	Wilcox
2670	Wolbach
2680	Wood River
2685	Wymore
2695	York
2700	Yutan
2706	Morrill
2715	Cheney
2780	Martell
2790	Holmsville
2815	Keystone
9996	Rural Areas

001	Adams (13)
003	Antelope (11)
005	Arthur (19)
007	Banner (22)
009	Blaine (26)
011	Boone (10)
013	Box Butte (23)
015	Boyd (24)
017	Brown (24)
019	Buffalo (15)
021	Burt (6)
023	Butler (8)
025	Cass (4)
027	Cedar (25)
029	Chase (19)
031	Cherry (24)
033	Cheyenne (21)
035	Clay (13)
037	Colfax (10)
039	Cuming (6)
041	Custer (26)
043	Dakota (3)
045	Dawes (23)
047	Dawson (16)
049	Deuel (21)
051	Dixon (25)
053	Dodge (5)
055	Douglas (1)
057	Dundy (20)
059	Fillmore (9)
061	Franklin (17)
063	Frontier (16)
065	Furnas (17)
067	Gage (14)
069	Garden (22)
071	Garfield (26)
073	Gosper (16)
075	Grant (19)
077	Greeley (26)
079	Hall (12)
081	Hamilton (12)
083	Harlan (17)
085	Hayes (20)
087	Hitchcock (20)
089	Holt (24)
091	Hooker (18)
093	Howard (12)
095	Jefferson (14)
097	Johnson (7)
099	Kearney (15)
101	Keith (19)
103	Keya Paha (24)
105	Kimball (21)
107	Knox (25)

Planning and Development Region numbers are in parentheses following county name.

109	Lancaster (2)
111	Lincoln (18)
113	Logan (18)
115	Loup (26)
117	McPherson (18)
119	Madison (11)
121	Merrick (12)
123	Morrill (22)
125	Nance (10)
127	Nemaha (7)
129	Nuckolls (13)
131	Otoe (4)
133	Pawnee (7)
135	Perkins (19)
137	Phelps (17)
139	Pierce (11)
141	Platte (10)
143	Polk (9)
145	Red Willow (20)
147	Richardson (7)
149	Rock (24)
151	Saline (8)
153	Sarpy (1)
155	Saunders (4)
157	Scotts Bluff (22)
159	Seward (8)
161	Sheridan (23)
163	Sherman (26)
165	Sioux (23)
167	Stanton (11)
169	Thayer (14)
171	Thomas (18)
173	Thurston (6)
175	Valley (26)
177	Washington (5)
179	Wayne (11)
181	Webster (13)
183	Wheeler (26)
185	York (9)

Planning and Development Region numbers are in parentheses following county name.

APPENDIX G

LIST OF VARIABLES

List of Variables in the NASIS-1980 Archive SPSS File

The names of most variables reflect the number of the item in the interview schedule. Therefore, VAR8 would be the information asked in the question number 8 ("Do you live on a farm, in open country but not on a farm, or in a town or city?"). Some questions did not have numbers, or there were multiple questions asked under the same number. If multiple questions were asked under the same number, then each item is followed either by an A, B, C ... or in some more complex cases where it already has a letter, by sequential numbers after the letter.

The primary items without numbers are those from the summary table at the beginning of the interview which gives basic demographic characteristics for all persons in the dwelling unit. These variables have been given two-part labels. The first is a set of letters which abbreviates the variable number, for example DEGREE indicates highest degree of the person listed and MARITAL gives marital status. These letters are followed by a number which identifies persons in the household by the order in which they were listed in the summary table. Thus MARITAL2 would tell the marital status of the second person listed. Another variable identifies the person who was the respondent and moves all the information about them into a separate set of variables. These use the same alphabetic label, but are followed by the letter 'R' indicating respondent; for example, MARITALR. If the label is followed by the letter 'S', it describes the respondent's spouse. The child respondent selected for variables 37A through 40C is described in another set of summary variables followed by the letter 'C'.

Variables that were not punched directly but coded from the interview schedule before punching are often designated by an 'I' prefix followed by the number of the item on the schedule.

Created variables do not have a name with a number, but are given a name that clearly indicates what they are (e.g., COUNTY is the county the household is located in).

Variable Name	Variable Label
PROJ	Project number
ID	I.D. number assigned to each respondent
TYPE	Type of interview schedule
SERNO	Cover Sheet Serial number
BEGAN	Time interview began on 24-hour clock
ENDED	Time interview ended on 24-hour clock
DURATION	Length of interview in minutes
DATE	Date interview completed -- month and day
DAY	Day of week interview completed
RELATN1	Relationship of respondent number 1 to principal income earner
SEX1	Sex of respondent number 1
AGE1	Age of respondent number 1
MARITAL1	Marital status of respondent number 1
SCHOOL1	Years of schooling of respondent number 1
DEGREE1	Highest degree of respondent number 1
STATUS1	Status in survey of respondent number 1
RELATN2	Relationship of respondent number 2 to principal income earner
SEX2	Sex of respondent number 2
AGE2	Age of respondent number 2
MARITAL2	Marital status of respondent number 2
SCHOOL2	Years of schooling of respondent number 2
DEGREE2	Highest degree of respondent number 2
STATUS2	Status in survey of respondent number 2
RELATN3	Relationship of respondent number 3 to principal income earner
SEX3	Sex of respondent number 3
AGE3	Age of respondent number 3
MARITAL3	Marital status of respondent number 3
SCHOOL3	Years of schooling of respondent number 3
DEGREE3	Highest degree of respondent number 3
STATUS3	Status in survey of respondent number 3
RELATN4	Relationship of respondent number 4 to principal income earner
SEX4	Sex of respondent number 4
AGE4	Age of respondent number 4
MARITAL4	Marital status of respondent number 4
SCHOOL4	Years of schooling of respondent number 4
DEGREE4	Highest degree of respondent number 4
STATUS4	Status in survey of respondent number 4
RELATN5	Relationship of respondent number 5 to principal income earner
SEX5	Sex of respondent number 5
AGE5	Age of respondent number 5
MARITAL5	Marital status of respondent number 5
SCHOOL5	Years of schooling of respondent number 5
DEGREE5	Highest degree of respondent number 5
STATUS5	Status in survey of respondent number 5
RELATN6	Relationship of respondent number 6 to principal income earner
SEX6	Sex of respondent number 6
AGE6	Age of respondent number 6
MARITAL6	Marital status of respondent number 6
SCHOOL6	Years of schooling of respondent number 6
DEGREE6	Highest degree of respondent number 6
STATUS6	Status in survey of respondent number 6
RELATN7	Relationship of respondent number 7 to principal income earner
SEX7	Sex of respondent number 7
AGE7	Age of respondent number 7
MARITAL7	Marital status of respondent number 7
SCHOOL7	Years of schooling of respondent number 7
DEGREE7	Highest degree of respondent number 7
STATUS7	Status in survey of respondent number 7

RELATN8	Relationship of respondent number 8 to principal income earner
SEX8	Sex of respondent number 8
AGE8	Age of respondent number 8
MARITAL8	Marital status of respondent number 8
SCHOOL8	Years of schooling of respondent number 8
DEGREE8	Highest degree of respondent number 8
STATUS8	Status in survey of respondent number 8
RELATN9	Relationship of respondent number 9 to principal income earner
SEX9	Sex of respondent number 9
AGE9	Age of respondent number 9
MARITAL9	Marital status of respondent number 9
SCHOOL9	Years of schooling of respondent number 9
DEGREE9	Highest degree of respondent number 9
STATUS9	Status in survey of respondent number 9
RELATN10	Relationship of respondent number 10 to principal income earner
SEX10	Sex of respondent number 10
AGE10	Age of respondent number 10
MARITAL0	Marital status of respondent number 10
SCHOOL10	Years of schooling of respondent number 10
DEGREE10	Highest degree of respondent number 10
STATUS10	Status in survey of respondent
VAR8	Where live - farm, city, or town
VAR9	Always lived where now live
VAR9A	What was size of previous community
VAR9B	Have you always lived in Nebraska
VAR9B1	Year moved to Nebraska
VAR10	Satisfaction with present community
VAR11A	Convenience of present location
VAR11B	Quality of neighborhood public schools
VAR12	Expect to always live in Nebraska
VAR13	What size community would you like best
VAR13A	How close - ideally - to large city
VAR14	Respondent's type of living unit
VAR14A	Number of rooms in household
VAR15	Own or renting home
VAR16	Respondent's employment status
VAR16A	Respondent - ever employed as long as a year
VAR16C	Respondent - how long at current job
VAR16D	Respondent - satisfaction with work
VAR17	Spouse's employment status
VAR17A	Spouse - ever employed as long as a year
VAR17C	Spouse - how long at current job
VAR18	Satisfaction with amount of education
VAR19	Respondent's overall happiness
VAR20	Okay if married woman work if jobs scarce
VAR21	Best if man is achiever outside home
VAR22	Number of times respondent married
VAR23A1	Age at first marriage
VAR23B1	First marriage still intact
VAR23C1	Reason for end of first marriage
VAR23D1	Age at end of first marriage
VAR23A2	Age at second marriage
VAR23B2	Second marriage still intact
VAR23C2	Reason for end of second marriage
VAR23D2	Age at end of second marriage
VAR23A3	Age at third marriage

VAR23B3	Third marriage still intact
VAR23C3	Reason for end of third marriage
VAR23D3	Age at end of third marriage
VAR23A4	Age at fourth marriage
VAR23B4	Fourth marriage still intact
VAR23C4	Reason for end of fourth marriage
VAR23D4	Age at end of fourth marriage
VAR24	Overall marital happiness
VAR25	Religious preference
VAR26	Political party preference
VAR27A	Voted in past two years
VAR27B	Attended city council in past two years
VAR27C	Attended school board in last two years
VAR28	Satisfaction with Nebraska legislature
VAR29	Local government job rating
VAR29A1	Fire protection rating
VAR29A2	Police protection rating
VAR29A3	Street maintenance rating
VAR30	How average in your family income
VAR31	Financial prospects versus two years ago
VAR32	Social class self-rating
VAR33A	Cultural background affect class rules
VAR33B	Best of mix students of different ability
VAR33C	Racial problems unsuitable class topic
VAR33D	Improve poor schools, not integrate
VAR33E	Need curriculum changes for minorities
SED34	What is purpose of secondary schools
SED35	Preferred tax source for more school aid
VAR36A	Husband or wife choose vacation site
VAR36B	Husband or wife choose house or apartment
VAR36C	Husband or wife choose amount of dollars spent for food
VAR37A	You or child choose bedtime-in time
VAR37B	You or child choose spending habits
VAR37C	You or child choose television programming
VAR38	Selected child's annual outside income
VAR39	Child have living parent not at home
VAR40A	Rely on child for talking to
VAR40B	Rely on child for housework, etc.
VAR40C	Rely on child for activities
VAR41A	Rely on spouse for talking to
VAR41B	Rely on spouse for housework, etc.
VAR41C	Rely on spouse for activities
VAR42	Overall health - self-rating
HLT43	Restrict activities due to illness
HLT43A	How many days activities restricted
HLT43B	Have to stay in bed
HLT43C	How many days in bed
HLT44	Long term illness this year
HLT44A	Discussed it with doctor
HLT45	Seen doctor this year
HLT45A	How many doctor visits this year
HLT45B	Where do you see your doctor
HLT45C	Usually see a particular doctor
HLT45D	How many days to get Dr. appointment
HLT45E	How long wait in doctor's office
HLT46	How many minutes' travel to doctor
HLT47	Admitted to hospital in past year
HLT47A	Number of admissions to hospital in past year

HLT47B	Nights spent in hospital in past year
HLT47C	Surgery performed in hospital in past year
HLT47D1	Pay for treatment with private insurance
HLT47D2	Pay for treatment yourself
HLT47D3	Pay for treatment with medicare
HLT47D4	Pay for treatment with medicaid
HLT47D5	Pay for treatment by other means
HLT48	Covered by insurance plan
HLT48A1	Covered by private insurance
HLT48A2	Covered by medicare
HLT48A3	Covered by medicaid
HLT48A4	Covered by Champus - Military insurance
HLT48A5	Covered by other insurance
HLT48B	Monthly health insurance premium
HLT48C	Insurance plan include dental coverage
HLT49	Amount actually paid for medical expense
HLT50	Have a limiting health condition
HLT50A	Nature of limiting health condition
HLT51	Health limit use of transportation
HLT52	Require mechanical aids to walk
HLT53	Seen dentist in past year
HLT53A	Number of visits to dentist in past year
HLT54	Routine physical exam in past year
HLT54A	Number of routine physicals in past year
HLT55	Involved in regular exercise activities
HLT56	Do you feel you are overweight
HLT57A	Ever felt nervous breakdown coming
HLT57B	How often bothered by nervousness
HLT57C	Sometimes wonder if anything worthwhile
HLT58	Seek help for personal problems in past year
HLT58A	Most frequent source of help
HLT58B	Source of help for most serious problem
ALC59	Drink beer, wine, or liquor
ALC59A	Drink beer, wine, or liquor in past
ALC60	Do you drink beer
ALC60A	How often do you drink beer
ALC60B	How many beers do you usually drink
ALC60C	How often do you have five or more beers
ALC61	Do you drink wine
ALC61A	How often do you drink wine
ALC61B	How many glasses of wine do you usually drink
ALC61C	How often do you have five or more glasses of wine
ALC62	Do you drink liquor
ALC62A	How often do you drink liquor
ALC62B	How many drinks of liquor do you usually have
ALC62C	How often do you have as many as five drinks
ALC63	Is it harder to get intoxicated now
ALC64	Anyone ever concerned about your drinking
ALC65	Ever hospitalized due to drinking
ALC66	Ever arrested for alcohol-related offense
ALC66A	How many arrests for alcohol-related offenses
ALC67	Any alcoholism treatment centers in area
HED68	Currently use any form of tobacco
HED69	Currently smoke cigarettes
HED69A	What age started smoking cigarettes
HED69B	Average number of cigarettes smoked daily
HED69C	Smoke filter tip or non-filters

HED69D	Smoke plain or menthol
HED69E	Regular, King size, or 100mm cigarettes
HED69G	Buy cigarettes by pack or carton
HED69H	Your brand as hazardous as others
HED69I	Cigarette smoker five years from now
HED69J	Would you try if an easy way to quit method found
HED70	Currently smoke a pipe
HED70A	What age started pipe smoking
HED70B	How often smoke pipe
HED71	Currently smoke cigars
HED71A	What age started cigar smoking
HED71B	How often smoke cigars
HED72	Currently chew tobacco
HED72A	What age started chewing tobacco
HED72B	How often chew tobacco
HED73	Did you ever smoke cigarettes regularly
HED73A	Did you smoke at least 100 cigarettes in your lifetime
HED74	Does your spouse smoke cigarettes
POL75	Believe serious water shortage in Nebraska
POL76	Heard anything about NRD's
POL76A	Know current members of NRD Board
POL77	Regulate farmers' irrigation water
POL77A	Who should regulate irrigation use
POL77B	Second choice to regulate irrigation use
POL78	Regulate factory and business water
POL78A	Who should regulate factory and business water
POL79	Regulate water for private use
POL79A	Who should regulate water for private use
POL80S1	Regulate to reduce private house use
POL80S2	Regulate to reduce factory and business
POL80S3	Regulate to reduce irrigation
POL80S4	Increase cost of water to all or some
POL80S5	Encourage people to move from dry areas
POL80A	Which of the choices is most important
POL81	Have you heard of transbasin diversion
POL82	Favor or oppose transbasin diversion
POL83	Who should have the rights to groundwater
CRM84S1	Property crime - first incident
CRM84A1	Property crime 1 reported to police
CRM84B1	Satisfied with police handling of crime 1
CRM84C1	Why crime 1 not reported to police
CRM84E1	Value of stolen property in crime 1
CRM84F1	Was stolen money recovered - crime 1
CRM84G1	Damages or losses covered by insurance - crime 1
CRM84S2	Property crime - second incident
CRM84A2	Property crime 2 reported to police
CRM84B2	Satisfied with police handling of crime 2
CRM84C2	Why crime 2 not reported to police
CRM84E2	Value of stolen property in crime 2
CRM84F2	Was stolen money recovered - crime 2
CRM84G2	Damages or losses covered by insurance - crime 2
CRM84S3	Property crime - third incident
CRM84A3	Property crime 3 reported to police
CRM84B3	Satisfied with police handling of crime 3
CRM84C3	Why crime 3 not reported to police
CRM84E3	Value of stolen property in crime 3
CRM84F3	Was stolen money recovered - crime 3
CRM84G3	Damages or losses covered by insurance - crime 3

CRM85S1	Personal crime - first incident
CRM85A1	Personal crime 1 reported to police
CRM85B1	Satisfied with police handling of personal crime 1
CRM85C1	Why personal crime not reported to police - crime 1
CRM85S2	Personal crime - second incident
CRM85A2	Personal crime 2 reported to police
CRM85B2	Satisfied with police handling of personal crime 2
CRM85C2	Why personal crime 2 not reported to police
CRM85S3	Personal crime - third incident
CRM85A3	Personal crime 3 reported to police
CRM85B3	Satisfied with police handling of personal crime 3
CRM85C3	Why personal crime 3 not reported to police
CRM86	Crime in neighborhood increased
CRM86A	Did that refer to specific crime types
CRM87	Afraid to walk at night near home
CRM88	Any crime prevention measures in past year
CRM88A1	Installed - strengthened locks on doors
CRM88A2	Installed - strengthened locks on windows
CRM88A3	Added lighting on property
CRM88A4	Added alarm system
CRM88A5	Installed a peep hole
CRM88A6	Taken other measures
CRM89A	State of economy major cause of crime
CRM89B	Drugs major cause of crime
CRM89C	Juvenile delinquency major cause of crime
CRM89D	Lenient courts major cause of crime
CRM89E	Declining moral standards cause of crime
CRM89F	Lax law enforcement major cause of crime
CRM89G	Lack of parental guidance cause of crime
CRM89H	Other major cause of crime
CRM90A	Reduce crime by more police protection
CRM90B	Reduce crime by stricter laws and penalties
CRM90C	Reduce crime by social programs for poor
CRM90D	Reduce crime by stricter judges and courts
CRM90E	Reduce crime by parental guidance
CRM90F	Reduce crime by drug education/rehabilitation programs
CRM90G	Reduce crime by crime prevention programs
CRM90H	Reduce crime - other solutions
CRM90I	Reduce crime - nothing can be done
CRM91A	Improve police - no improvement necessary
CRM91B	Improve police - need more police
CRM91C	Improve police - patrol or investigate more
CRM91D	Improve police - be more prompt
CRM91E	Improve police - improve training, etc.
CRM91F	Improve police - be more courteous and concerned
CRM91G	Improve police - don't discriminate
CRM9 H	Improve police - more traffic control
CRM91I	Improve police - better enforcement of law
CRM91J	Improve police - other means of improvement
CRM92	Courts too lenient towards those charged
WEL93A	Where place juvenile for skipping school
WEL93B	Where place juvenile for being a runaway
WEL93C	Where place juvenile for shoplifting
WEL93D	Where place juvenile for alcohol or drug offense
WEL93E	Where place juvenile charged with assault
WEL93F	Where place juvenile for arson, prostitution, etc.

WEL94A	Continue social services for abused children
WEL94B	Continue services for the disabled
WEL94C	Continue spouse-abuse programs
WEL94D	Continue meal services forall elderly
WEL94E	Continue in-home services for elderly
WEL94F	Continue community programs for retarded
WEL94G	Continue payments for medical care for the poor
WEL94H	Continue living expenses for poor families
WEL95	Tax dollars to supplement child daycare
WEL96A	Supply daycare to finish high school
WEL96B	Supply daycare for vocational, trade
WEL96C	Supply daycare to go to college
WEL96D	Supply daycare to attend graduate school, professional
WEL97	Know aged adults needing protection
WEL97A	Know how many adults needing protection
WEL98	Know if a hotline for abused adults exists
WEL99S1	Moderately retarded live in foster homes
WEL99S2	Moderately retarded live in group treatment home
WEL99S3	Moderately retarded live by themselves
WEL99S4	Moderately retarded live in state institutions
WEL99S5	Moderately retarded live in nursing homes
WEL99A1	Severely retarded live in foster homes
WEL99A2	Severely retarded live in group treatment home
WEL99A3	Severely retarded live in state institutions
WEL99A4	Severely retarded live in nursing homes
ENR100	Winter thermostat setting - daytime - at home
ENR100A	Winter thermostat setting - nighttime
ENR100B	Winter thermostat setting - no one at home
ENR100C	Last summer, temperature air conditioner usually set
ENR101A	Winter - hours per week no one home
ENR101B	Days last year no one at home
ENR102A	Caulk or weatherstrip doors, windows
ENR102B	Install new storm windows
ENR102C	Install new storm doors
ENR102D	Added attic insulation
ENR102E	Added outside wall siding
ENR102F	Added insultation inside walls
ENR102G	Other home energy reduction measure
ENR103	Does household have a car, truck, or van
ENR103A	Use less gas in 1979 than in 1978
ENR103B	Percent increase in gasoline consumption
ENR103C1	Increased gas use - driving a bigger car
ENR103C2	Increased gas use - driving more miles
ENR103C3	Increased gas use - more drivers in household
ENR103C4	Increased gas use - more anti-pollution devices
ENR103C5	Increased gas use - other reasons
ENR103D	Percent decrease in gasoline consumption
ENR103E1	Decreased gas use - driving smaller car
ENR103E2	Decreased gas use - driving fewer miles
ENR103E3	Decreased gas use - driving lower speeds
ENR103E4	Decreased gas use - riding the bus
ENR103E5	Decreased gas use - car pooling
ENR103E6	Decreased gas use - ride bike, moped, etc.
ENR103E7	Decreased gas use - other measures
ENR103F1	Decrease due to cost of gasoline
ENR103F2	Decrease due to having to wait in line
ENR103F3	Decrease due to obligation as citizen

ENR103F4	Decrease due to specific obligation as a citizen
ENR103F5	Decrease due to other motivations
ENR103G1	Would drive smaller, more economical car
ENR103G2	Would drive fewer miles
ENR103G3	Would drive lower speed on highway
ENR103G4	Would ride the bus
ENR103G5	Would car pool
ENR103G6	Would ride bike, moped, etc.
ENR103G7	Would take other conservation measures
ENR103G8	"I can do nothing" to reduce gas use
ENR104	Favor rationing only to inefficient cars
ENR105	Did you travel on your last vacation
ENR105A1	Vacation - traveled by passenger car
ENR105A2	Vacation - traveled by mobile home or RV
ENR105A3	Vacation - traveled by bus
ENR105A4	Vacation - traveled by airplane
ENR105A5	Vacation - traveled by train
ENR105A6	Vacation - traveled by ship or boat
ENR105B	How many persons in vacation party
ENR105C	How many miles traveled on your last vacation
ENR106	Where did you get information about energy conservation
ENR107	Have you been to conservation workshops or classes
ENR108	Would you attend conservation workshops or classes
PRK109A1	Bicycled for recreation in past year
PRK109A2	Number of days bicycled for recreation
PRK109A3	Change in bicycling for recreation
PRK109B1	Jogged for recreation in past year
PRK109B2	Number of days jogged for recreation
PRK109B3	Change in jogging for recreation
PRK109C1	Fished for recreation in past year
PRK109C2	Number of days fished for recreation
PRK109C3	Change in fishing for recreation
PRK109D1	Canoed for recreation in past year
PRK109D2	Number of days canoed for recreation
PRK109D3	Change in canoeing for recreation
PRK109E1	Camped for recreation in past year
PRK109E2	Number of days camped for recreation
PRK109E3	Change in camping for recreation
PRK109F	Was any of this camping done in Nebraska
PRK109G	Satisfaction with Nebraska camping opportunities
PRK110	Change in recreational activities due to energy
PRK110A1	First change in recreational activities due to energy
PRK110A2	Second change in recreational activities due to energy
PRK110A3	Third change in recreational activities due to energy
PRK111	Expect energy change in recreation this year
EXT112	Had any pest problems in past year
EXT112A4	Steps taken for pest problem around home
EXT112B4	Steps taken for pest problem in lawn
EXT112C4	Steps taken for pest problem in garden
EXT113	Use any pesticides in past year
EXT114	Use any insecticides in past year
EXT115	Use chemicals to control mice, rats, etc.
EXT116	Use herbicides in past year
EXT117	Use any fungicides in past year
EXT118	Read directions on pesticide container
EXT118A	How often do you follow directions on container
EXT119	Did the label have all the information necessary for safe application

EXT120	What was done with leftover pesticides
EXT121S1	Leftover pesticide containers placed in trash
EXT121S2	Leftover pesticide containers buried
EXT121S3	Leftover pesticide containers burned
EXT121S4	Leftover pesticide containers used for other purposes
EXT121S5	Leftover pesticide containers - other
EXT121A	Container rinsed before discarding
EXT122	How long do you store pesticides
EXT122A	Where do you store pesticides
EXT122B	Pesticide storage area secured by lock
EXT123	Have you had formal training in pesticide use
EXT124	Source of advice concerning pesticides
EXT125	Pesticide - ill effect on self or property
EXT125B	Ill effects minor, moderate, or severe
EXT126	Personally know anyone with ill effect from pesticide
EXT127	Current residence pretreated for termites
EXT127A	What chemical was used to pretreat your residence
EXT128	Current residence ever damaged by termites
EXT128A	Residence chemically treated for termites
EXT128A1A	Household member applied treatment
EXT128A1B	Professional applied treatment
EXT128A1C	Other application of chemical treatment
EXT128A2	What chemical was applied in home for termite treatment
EXT128A3	Was the residence termite treatment effective
EXT129	Do you know anyone within a 10 mile radius with termites
EXT130	Has any other residence of yours ever been damaged by termites
VAR131	Which Nebraska tax would you like to see cut
VAR132	Which Nebraska tax would you like to see raised
VAR133	What action would you like taken on food sales tax in Nebraska
VAR134	How are taxes in Nebraska compared to elsewhere
VAR135A	Have you attended cultural event, museum, art gallery, etc., at the University of Nebraska
VAR135B	Have you or your children attended the university
VAR135C	Have you ever attended an athletic event
VAR135D	Attended programs given by the university staff
VAR135E	Have you ever received care from the University Medical Center
VAR135F	Have you had any contact with University Extension Agents
VAR136	Does the university get too much tax support
VAR137	Total family income category for 1979
VAR137A	Gross sales, farmers and ranchers only
VAR138	What race do you consider yourself
VAR141	Respondent's apparent intelligence
VAR142	Respondent's suspicion before the interview
VAR143	Respondent's interest in the interview
VAR144	Reliability assessment of data obtained
VAR145	Respondent's degree of cooperation
VAR146	Respondent indicate previous NASIS interview
IHHNO	Number in household
IHHTYPE	Household type
IVAR16B1	Respondent's S.E.I. code
IVAR16B2	Respondent's occupational type
IVAR17B1	Spouse's S.E.I. code
IVAR17B2	Spouse's occupational type
IVAR25	Other religion and/or denomination
IVAR26	Other political preference
IHLT45B	Other type of clinic visited
IHLT47D5	Other means of paying for treatment

IHLT48A5	Other type of health insurance plan
IHED69F	Brand of cigarettes usually smoked
IPOL76A	Name of current member of NRD Board
IPOL78A	Other water regulation source - business
IPOL79A	Other water regulation source - individual
ICRM84S1	First unsuccessful property crime attempt
ICRM84S2	Second unsuccessful property crime attempt
ICRM84S3	Third unsuccessful property crime attempt
ICRM84B1	First property crime - why not reported
ICRM84B2	Second property crime - why not reported
ICRM84B3	Third property crime - why not reported
ICRM84D1	First property crime - property involved
ICRM84D2	Second property crime - property involved
ICRM84D3	Third property crime - property involved
ICRM85S1	Other personal crime - first incident
ICRM85S2	Other personal crime - second incident
ICRM85S3	Other personal crime - third incident
ICRM85B1	First personal crime - why not reported
ICRM85B2	Second personal crime - why not reported
ICRM85B3	Third personal crime - why not reported
ICRM86A1	Specific crimes increasing or decreasing
ICRM88A6	Other crime prevention measures
ICRM89H	Other major cause of crime in community
ICRM90H	Other means of crime reduction in the community
ICRM91I	Better enforcement of specific law
ICRM91J	Other improvement of local police
IENR102G	Other energy conservation measures
IENR103C	Other cause of increased gas consumption
IENR103E	Other means to decrease gas consumption
IENR103F	Other motivation to decrease gas use
IEN103G2	Means of driving fewer miles
IEN103G7	Other gas use reduction means - shortage
IENR106	Other source of energy conservation information
IPRK109G	How to improve camping opportunities
IPR110A1	Other recreational activity change - number 1
IPR110A2	Other recreational activity change - number 2
IPR110A3	Other recreational activity change - number 3
IEX112A1	Specific pests in home - number 1
IEX112A2	Specific pests in home - number 2
IEX112A3	Specific pests in home - number 3
IEX112B1	Specific pests in lawn - number 1
IEX112B2	Specific pests in lawn - number 2
IEX112B3	Specific pests in lawn - number 3
IEX112C1	Specific pests in garden - number 1
IEX112C2	Specific pests in garden - number 2
IEX112C3	Specific pests in garden - number 3
IEXT114A1	Insecticide number 1
IEXT114A2	Amount used of insecticide number 1
IEXT114A3	Target pests of insecticide number 1
IEXT114A4	Results of insecticide number 1
IEXT114B1	Insecticide number 2
IEX114B2	Amount used of insecticide number 2
IEX114B3	Target pests of insecticide number 2
IEX114B4	Results of insecticide number 2
IEX114C1	Insecticide number 3
IEX114C2	Amount used of insecticide number 3
IEX114C3	Target pests of insecticide number 3
IEX114C4	Results of insecticide number 3

IEX114D1	Insecticide number 4
IEX114D2	Amount used of insecticide number 4
IEX114D3	Target pests of insecticide number 4
IEX114D4	Results of insecticide number 4
IEX115A1	Rodenticide number 1
IEX115A2	Amount used of rodenticide number 1
IEX115A3	Target pests of rodenticide number 1
IEX115A4	Results of rodenticide number 1
IEX115B1	Rodenticide number 2
IEX115B2	Amount used of rodenticide number 2
IEX115B3	Target pests of rodenticide number 2
IEX115B4	Results of rodenticide number 2
IEX115C1	Rodenticide number 3
IEX115C2	Amount used of rodenticide number 3
IEX115C3	Target pests of rodenticide number 3
IEX115C4	Results of rodenticide number 3
IEX115D1	Rodenticide number 4
IEX115D2	Amount used of rodenticide number 4
IEX115D3	Target pests of rodenticide number 4
IEX115D4	Results of rodenticide number 4
IEX116A1	Herbicide number 1
IEX116A2	Amount used of herbicide number 1
IEX116A3	Target pests of herbicide number 1
IEX116A4	Results of herbicide number 1
IEX116B1	Herbicide number 2
IEX116B2	Amount used of herbicide number 2
IEX116B3	Target pests of herbicide number 2
IEX116B4	Results of herbicide number 2
IEX116C1	Herbicide number 3
IEX116C2	Amount used of herbicide number 3
IEX116C3	Target pests of herbicide number 3
IEX116C4	Results of herbicide number 3
IEX116D1	Herbicide number 4
IEX116D2	Amount used of herbicide number 4
IEX116D3	Target pests of herbicide number 4
IEX116D4	Results of herbicide number 4
IEX117A1	Fungicide number 1
IEX117A2	Amount used of fungicide number 1
IEX117A3	Target pests of fungicide number 1
IEX117A4	Results of fungicide number 1
IEX117B1	Fungicide number 2
IEX117B2	Amount used of fungicide number 2
IEX117B3	Target pests of fungicide number 2
IEX117B4	Results of fungicide number 2
IEX117C1	Fungicide number 3
IEX117C2	Amount used of fungicide number 3
IEX117C3	Target pests of fungicide number 3
IEX117C4	Results of fungicide number 3
IEX117D1	Fungicide number 4
IEX117D2	Amount used of fungicide number 4
IEX117D3	Target pests of fungicide number 4
IEX117D4	Results of fungicide number 4
IEXT119	Other label information needed
IEXT121	Other means of contained disposal
IEXT124	Other source of pesticide advice
IEXT125A	Natureof ill effects - self or family
IEXT126A	Nature of ill effects - acquaintance

IEXT128A	Other termite control applicator
IVAR138	Other race
COUNTY	Respondent's county of residence
CITY	Respondent's city of residence
AREA	Respondent's telephone area code
PREFIX	Respondent's telephone prefix
XAXIS	X-Axis
YAXIS	Y-Axis
CODER	Inductive coder's identification number
PDR	Planning and Development Region
REGION	Region in Nebraska
RELATNR	Relationship of respondent to principal income earner
SEXR	Sex of respondent
AGER	Age of respondent
MARITALR	Marital status of respondent
SCHOOLR	Respondent's years of schooling
DEGREER	Highest degree earned by respondent
RELATNS	Relationship of respondent's spouse to principal income earner
SEXS	Sex of respondent's spouse
AGES	Age of respondent's spouse
MARITALS	Marital status of respondent's spouse
SCHOOLS	Respondent's spouse's years of schooling
DEGREES	Highest degree earned by respondent's spouse
RELATNC	Relationship of respondent's child to principal income earner
SEXC	Sex of selected child
AGEC	Age of selected child
MARITALC	Marital status of selected child
SCHOOLC	Selected child's years of schooling
DEGREEC	Highest degree earned by selected child
CITYSIZE	Size of place of residence
RURALURB	Type of residence
NOADULT	Number of residents 18 years or older
NOCHILD	Number of residents 17 years or younger
NOSCL	Number of school-aged children
NOPRESCL	Number of preschool-aged children
UNDER18	Presence of residents 6 to 17 years old
UNDER6	Presence of residents 0 to 5 years old
AGER5	Age of respondent in 5-year categories
AGES5	Age of respondent's spouse in 5-year categories
OCCUCATR	Occupational category of respondent
OCCUCATS	Occupational category of respondent's spouse
POVERTY	Is household in poverty
HWATE	Household weight
PWATE	Personal weight

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NASIS

THE STATUS OF WOMEN IN NEBRASKA

UNL

NEBRASKA ANNUAL SOCIAL INDICATORS SURVEY

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NASIS-80 #2

THE STATUS OF WOMEN IN NEBRASKA

Susan Welch
Political Science Department

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Price: 1.00

The Nebraska Annual Social Indicators Survey

Lynn K. White - 1980 Study Director

The findings in this report are based on data collected in the fourth Nebraska Annual Social Indicators Survey (NASIS). This survey is part of an on-going study of the quality of life in Nebraska conducted by the Bureau of Sociological Research at the University of Nebraska-Lincoln.

The sample for NASIS consists of 1916 respondents eighteen years of age or older residing in households in Nebraska. The sample is selected through a process called random digit dialing: within each three-digit prefix in the state, four-digit numbers are selected randomly from all possible four-digit numbers to complete the telephone number. Respondents are further chosen randomly from the adults in the household and interviewed by telephone by experienced, professional interviewers from the offices of the Bureau of Sociological Research. All interviewing was done between February and April of 1980. This procedure produces a high-quality, representative sample of Nebraska adults. Analysis shows the sample to be representative of the state on age, sex, and geographical distribution.

The interview averaged approximately 45 minutes and included questions about environment, health, crime, political attitudes, occupation, education, family life, and other matters reflecting the quality of life experienced in the state. For the entire sample, the chances are 95 in 100 that the true value for the population lies within a range equal to the reported survey percentage plus or minus 2.3 percent. This is an estimate of maximum error and for most items the percentages are likely to be even more accurate.

The data gathered by NASIS are used by a wide variety of State and local government agencies for policy and program planning and by faculty and students at the University of Nebraska and other colleges for research. No information identifying any respondent is released to any user and the strict confidentialit of individual respondents is rigidly enforced. While the final responsibility for the organization and structure of the survey and for reports produced under its name rests with the Bureau of Sociological Research, public agencies and University departments play an integral part in planning the survey through an Advisory Committee. Public organizations interested in membership on the Advisory Committee should contact the NASIS Study Director.

Funding for NASIS comes from the University of Nebraska, the Bureau of Sociological Research and State and local agencies which buy items and data analysis from the survey.

The NASIS surveys are repeated each year to measure changes in the quality of life in Nebraska. While there is a core of questions which is included every year, each survey has a large component of unique items which address specific topical issues. Plans for future years include reinterviewing the 1977 panel every two years to assess changes in their lives. Additional detail on the NASIS surveys regarding use of the survey data or cost of purchasing items on future surveys can be obtained by contacting the NASIS Study Director at the Bureau of Sociological Research or by sending for a copy of the 1981 NASIS Prospectus.

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THE STATUS OF WOMEN IN NEBRASKA

Women's lives and women's rights have been frequently in the news these past few years. With the continuing controversy over the equal rights amendment and such issues as job opportunities for women, it is useful to know exactly what the status of women is. This report examines a number of issues about the status of women in Nebraska. Specifically:

1. What proportion of women in Nebraska work?
2. What proportion of women are the primary income earners in their households?
3. What kinds of employment do Nebraska women have?
4. How does the income of male and female headed households compare?
5. What is the physical and mental health status of women?
6. How satisfied are women with their jobs, their marriages, their communities and their lives in general?

Below we will look at these questions using information gathered from the 1980 NASIS. In early spring 1980, over 1,900 randomly selected Nebraskans were questioned about a number of items dealing with their social and economic situation, family life, participation in the community, and so forth. The following report is based on responses of the 1,015 women in the sample to several of these questions. Responses may be considered valid within 5 percent of the noted distributions.

HOUSEHOLD COMPOSITION

Table 1 indicates the types of households in which Nebraska women live. Most women (62%) live with a husband, well over half of those with dependent children as well. About one quarter of Nebraska's women live alone, another 9 percent live with their dependent children, but no husband present, and 5 percent live with either other relatives or individuals to whom they are not related. Overall, then, only a minority of Nebraska's women live in the stereotypic "husband, wife and kids" family. Of course, some of those living alone, or in other situations, may have been part of such a family in the past. Table 1 also shows that 89 percent of Nebraska's women have, in fact been married at some time. Of those marriages, 24 percent have been broken by death, 17 percent by divorce, and 2 percent by separation. Thirteen percent of Nebraska's women have been married more than once, but only 1½ percent more than twice.

EDUCATION AND EMPLOYMENT

About one-third of Nebraskan women were working full time during the week prior to the NASIS survey, and another 16 percent were working part time. An additional 1 percent were employed, but were not at work during the time specified because of illness, vacation or a strike. Less than 1 percent were unemployed (Table 2). Thus about half of these women were working outside the home during spring 1980. Slightly over one-third of these women were keeping house the week prior to the interview, while 2 percent were students, and one percent had other activities. Thirteen percent of our female sample had been employed but were now retired. Most (81%) of those not presently working had worked in the past at a job lasting a year or more. Those currently employed had worked at their jobs an average of 6.3 years (men asked a similar question reported they had worked at their jobs somewhat longer--9.4 years). A majority of women in our sample reported that they were very satisfied with their jobs; almost all were at least "satisfied."

What kinds of jobs do Nebraska women have? Table 2 shows that over one-fourth of the employed women had professional, managerial or technical jobs, compared to 34 percent of all employed men. Fully 36 percent of the women had clerical or sales jobs, only 6 percent were employed in skilled crafts or as foremen, a scant 1 percent were farmers or ranchers, and 29 percent were employed in other occupations (unskilled or semi-skilled workers, and so forth). If we compare this occupational distribution to that of men, we see that men are slightly more likely to be employed in professional positions, as craftsmen or foremen and as farmers or ranchers, and substantially less likely to be found in clerical and sales occupations. These distributions reflect, of course, national patterns of sex related occupations.

Nebraskan women and men have about the same educational attainment. Men are slightly more likely than women to have completed high school, college and obtain a graduate degree, but the differences are quite small, as Table 3 indicates. Thus the substantial differences in occupational categories just discussed are not a result of vast differences in education; proportionally, women are about as well educated as men.

Table 4 shows the proportions of women in each type of household who work outside the home. We can see that even in families where the husband is present, a majority of wives work. Of households containing husband, wife and dependent children, 34 percent of the women work full time and another 22 percent part time. Of husband and wife families, 51 percent of the wives work either full or part time. In single-parent families, 68 percent of the women work, most of them full time. Only in the one person households, most of whom are retirees, do most of the women not work outside the home. We also examined the proportions who are the principal income earners in their households.*

Women are rarely defined as the principal income earners in husband-wife families, but are almost always the principal income earners in single-parent families headed by women and in households of unrelated people. By definition, women in one-person female households are always the principal income earners. In all, women are the principal income earners in fully 30 percent of Nebraska households.

INCOME

How do females fare as income earners? Are their incomes equal to those of males? There are a number of reasons we should be interested in income equality of the sexes. One reason is economic: we would like to maximize the use of human resources in order to have a more productive economy. Another reason is our sense of fair play which calls for people doing the same sorts of jobs and having the same abilities to be treated equally. A third is necessity. We have just seen that 30 percent of Nebraska's households do have women as the PIE earner. Fair treatment for women in the marketplace becomes a very crucial objective for the people in these households. Further, in some other households the income of working women may be crucial to the family's ability to obtain basic necessities. In still other households two incomes may provide for luxury items not possible when only one member of the family is working. Thus, income equality and equal opportunity employment are more than abstract principles for many Nebraskans; they are vital to the family's standard of living.

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*A principal income earner (PIE) is the individual designated by the respondent as being the principal income earner in the household; the PIE need not be the largest income earner in the household but may be designated on the basis of tradition or prior experience.

Since we do not have salary level by each individual in the household, we examine this question based on household income from those families where there is no spouse or the spouse is unemployed. In other words, we are comparing the incomes of those women in families where either there is no husband or the husband is unemployed to the incomes of those households where men are the PIE and where there is no wife or the wife is unemployed. This is the most direct comparison of incomes we could obtain with this data.

It is impossible to test precisely whether males and females in our sample are being paid equally for equal work. What we are able to tell, however, is whether males and females of equal educational qualifications have about the same income: presumably if females had the same job opportunities as males at each educational level, their incomes should be about the same. We can also examine incomes by occupational categories.

Table 5 shows the results of this analysis. We can see in part A of the table that, households headed by females, regardless of the educational level of the PIE, are disadvantaged in comparison with those households headed by males. The discrepancies range from $5,000 among households headed by a person with less than a high school diploma to $7,000 and $8,000 among those with higher levels of education. Thus, it appears that women have fewer opportunities or are less able to turn their educational achievement into income-producing employment at the same rate as men. Part of this may be the occupations into which women have traditionally been steered: sex-role stereotyping is a longtime feature of the occupational world, although this is now changing to a certain extent. Part B of Table 5 shows that even if we group the principal income earners by occupational categories, women are still at a severe disadvantage in every occupational type: again by magnitudes of $4,000 to $7,000.

These are, as we noted, household incomes. One might reasonably say that perhaps the male-female differences are accounted for by the greater propensity of women than men to work part-time, and the greater number of women compared with men receiving income support rather than being employed. Thus, we examined these breakdowns by examining only households where the PIE was employed full time. The patterns displayed above still hold true. In every case household incomes in households headed by male workers are from $5,000 to $8,000 higher than comparable female worker headed households.

PERCEIVED QUALITY OF LIFE OF NEBRASKAN WOMEN

We now turn from objective conditions of employment, household status, and income to the subjective beliefs of individuals about their own lives.

In Table 6 are displayed the responses to a number of questions asked of our respondents concerning their happiness, finances, health, and other items.

Forty percent of the women claim to be "very happy" with their lives, about the same as among men. Slightly more were very satisfied with their community, almost twice as many that were satisfied with their educations. Even more--about two-thirds--were very happy with their marriages. The members of the sample were perhaps less satisfied with economic prospects; only one-third of female Nebraskans believed their financial situation was improving, about the same proportions as male Nebraskans.

Turning from economics to health, Nebraska women were slightly less likely than Nebraska men to believe themselves in excellent health. The women were somewhat less likely to report regular exercise, more likely to feel overweight, but less likely to consume alcohol and smoke. On the other hand, male and female Nebraskans were about equally likely to say that they had a physically limiting condition, that they had been ill within the past two weeks, that they had recently felt depressed, and that they had recently sought help for personal problems. No explanation is readily apparent as to why women are slightly less likely to report excellent health than men; perhaps it is because there is a lower proportion of men than women in the older age categories in which poor health becomes more common. The biggest differences in health characteristics are somewhat contradictory: men are quite a bit more likely to drink and smoke, both possible health hazards, while women are more likely to feel overweight, another possible health hazard. Of course, we do not know if individuals really are overweight or how much overweight they are. Similarly, consumption of alcohol in moderation may not be a health hazard. Looking at another indication of quality of life, slightly less than 20 percent of both men and women had been victims of crimes in the past year. About the same proportions of men and women (1 percent) had been victims of personal crimes.

We examined these same questions looking separately at women who work full time, work part time, or keep house. In the latter category we separated those under and over 60, to be more comparable to the working categories, most of whom are under retirement age. Again keeping in mind the range of sampling error, there are few differences among the categories, except that those keeping house who are over 60 tend to be somewhat more satisfied with their communities, and substantially less likely to feel depressed, seek help, smoke or drink, and report their health as excellent. There are only one or two conditions where differences between working women and housewives under 60 emerge. Women who work full time are more likely than housewives to report alcohol consumption, but women who are part-time workers report less alcohol consumption than either group. Part time workers are also less likely to smoke than either housewives or full time workers. Housewives are slightly more likely to report they were ill within the past two weeks, but also somewhat more likely to report their health as excellent.

WOMEN AND VIEWS ABOUT WOMEN

In this final section we will report how Nebraska women feel about two questions concerning women's roles at work and at home. We asked them if they approve of married women working if jobs are scarce and then asked them if they agree that it is better if the man is the achiever outside the home and that women should take care of things at home. Overall, 54 percent approved of married women working and 68 percent thought women should take care of things at home (Table 7). Views on these two questions varied, as one might expect, by a number of factors. For example, older people were much more likely to have the traditional views of women's role (i.e. women should not work; should take care of things at home) than were young people. The differences between the over 60 and the under 35 age groups were about 35 percentage points on both questions, quite a substantial gap in views. The 35-59 year old group were in between, although much closer to the younger than the older group. Views also differed by education: those with least education were most likely to have traditional views; college-educated individuals were the most likely to approve of women working outside the home and to disagree that women's role was in taking care of things at home.

As one might expect, working women held less traditional views of women's role than those keeping house; part time workers were more like those keeping house than they were like full time workers, however. Among those keeping house there were substantial differences between the over and under 60's groups: the under 60's group held less traditional views than the older age group. Finally, we looked at these traditional sex roles by the type of household in which the woman lived. Differences were not great among the categories of husband-wife, husband-wife-dependent children and single-parent families. Those living with relatives (probably mostly older people) and those who lived alone and were over 60 had the most traditional views. Those living with non-relatives appeared least traditional. Overall, most of the household-type category differences probably reflect age more than an independent effect of household type.

SUMMARY

This report has covered a number of aspects of women's role. Among our most important findings are the following:

1. Over 60 percent of Nebraska women live with husbands, but only about one-third of Nebraskan women live with both husband and dependent children;

2. About half of Nebraska's women have paid employment;

3. About one-third of Nebraska's women are the primary income earner in their households;

4. Female-headed households are severely disadvantaged in income compared with male-headed households of similar type; these disadvantages most likely stem from discrimination against women workers in employment and income and consequent deficits in social security after reaching retirement age;

5. Most Nebraskan women are reasonably satisfied with their lives,

their marriages, their communities and their health;

6. Women are divided in their ideas about what the role of women should be, with a majority both approving of married women working and also believing that it is best if the husband is the wage earner and the wife the primary caretaker of the home. However, some working women have quite traditional views and some housewives non-traditional opinions.

At the most general level, it is clear that Nebraska women are a diverse group. Public policies and discussions of public policies can no longer be premised on the view that most women are housewives or that women's incomes are merely supplementing that of someone else.

TABLE 1. HOUSEHOLD COMPOSITION AND EMPLOYMENT OF WOMEN RESPONDENTS.

	Percent in Each Type
Woman Living With:	
Husband and dependent children	37
Husband (no dependent children)	25
Alone	24
Dependent children	9
Relative	3
Non relatives	2
Marital History:	
Percent who have ever been married	89
Percent who are currently married	76
Percent ever married who have been married more than once	13
Percent ever married whose marriage has been broken by death	24
Percent ever married whose marriage has been broken by divorce	17
Percent ever married whose marriage has been broken by separation	2

TABLE 2. EMPLOYMENT OF WOMEN IN NEBRASKA.

Last week, were you working full time, part time, going to school, keeping house, or what?

Working full-time	31%
Working part-time	16
With a job, but out of work because of temporary illness, vacation or strike	1
Unemployed	1
Retired	13
In school	2
Keeping house	36
Other	1

TYPE OF EMPLOYMENT OF THOSE EMPLOYED.

	Women	Men
Professional, managerial or technical	28%	34%
Clerical or sales	36	11
Craftsmen, foremen or operative	6	23
Farmer-rancher	1	15
Other	29	17
On the whole, how satisfied are you with the work you do--would you say you are very satisfied, moderately satisfied, a little dissatisfied, or very dissatisfied?		
Very satisfied	54	49
Moderately satisfied	37	41
A little dissatisfied	7	7
Very dissatisfied	2	3

TABLE 3. EDUCATIONAL ACHIEVEMENT OF WOMEN IN NEBRASKA.

	Women	Men
Did not complete High School	23%	19%
High School diploma	60	57
Junior or Community College degree	5	5
Bachelor's degree	9	13
Post graduate degree	3	6

TABLE 4. EMPLOYMENT OF WOMEN AND WAGE EARNING STATUS BY HOUSEHOLD TYPE.

	% Women Employed		% Women Who Are Principal Income Earners
	Full-time	Part-time	
Husband, wife, dependent children	34	22	2
Husband and wife	28	23	7
One person household	5	10	100
Single parent with children	55	13	87
Two or more relatives	29	4	43
Two or more non-relatives	48	17	78

TABLE 5. HOUSEHOLD INCOME WHERE WOMAN IS PRINCIPAL INCOME EARNER VS. WHERE MALE IS PRINCIPAL INCOME EARNER BY OCCUPATION AND EDUCATION.

	Females	Males
Less than High School diploma	$ 6,100	$11,200
High School diploma	10,000	16,900
Junior College	8,300	15,600
Bachelor's degree	11,400	19,300
More than Bachelor's degree	15,300	22,800
Professional, managerial	$11,500	$18,600
Clerical, sales	10,000	14,500
Craftsmen, foremen	8,200	14,000
Farmers, ranchers	--[a]	17,600
Other	6,400	13,200

[a] Not enough cases.

TABLE 6. QUALITY OF LIFE AND EMPLOYMENT.

	TOTAL POPULATION		FEMALES			
	Females	Males	Working Full-time	Working Part-time	Keeping House Under 60	Keeping House 60+
GENERAL SATISFACTION						
Percent very happy	40	35	37	40	43	46
Percent very satisfied with community	48	44	42	47	44	57
Percent very satisfied with education	18	19	23	22	15	14
Percent very happy (marriage)	66	65	59	66	70	66
Percent who believe things getting better	32	38	43	37	39	12
HEALTH RATINGS						
Percent rate health as excellent	40	50	46	46	52	19
Percent who cut down because they were ill	21	16	20	18	25	14
Percent who have limiting condition	13	10	7	7	11	19
Percent who exercise regularly	27	35	28	31	34	17
Percent who feel overweight	53	38	55	53	61	51
Percent depressed	35	36	37	35	38	28
Percent who sought help	15	12	21	16	16	4
Percent who consume alcohol	63	82	79	61	70	41
Percent who smoke	27	41	34	24	34	13
OTHER QUALITY OF LIFE						
Percent victims of property crimes	18	19	23	20	21	11
Percent victims of personal crimes	1	1	3	0	1	1

TABLE 7. WOMEN'S VIEWS ABOUT WOMEN'S ROLES.

	Percent Approve of Married Women Working If Jobs Are Scarce	Percent Who Agree That Women Should Take Care of Things At Home
TOTAL	53	68
Women living with:		
Husband and dependent children	61	63
Husband with no dependent children	54	49
Alone - under 60	65	40
60 +	31	87
Dependent children	53	53
Relatives	39	81
Non relatives	67	55
Employment:		
Working full-time	67	49
Working part-time	59	71
Keeping house - under 60	53	75
60 +	23	90
Principal Income Earner:		
Yes	45	68
No	58	68
Educational Achievement:		
Did not complete High School	39	83
High School diploma	55	69
Junior or Cummunity College	60	64
Bachelor's degree	70	45
Post graduate degree	77	31
Age:		
18-34	69	52
35-59	55	66
60 +	35	87

List of reports already released using data gathered in the 1980 Nebraska Annual Social Indicators Survey. These may be purchased at the indicated price from the Bureau of Sociological Research of the University of Nebraska-Lincoln.

Report Number	Title
1.	Designs, Procedures, Instruments and Forms for the 1980 NASIS. Lynn K. White. Price: $7.50.

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NASIS

REGION DATABOOK FOR THE STATE OF NEBRASKA

UNL

NEBRASKA ANNUAL SOCIAL INDICATORS SURVEY

Bureau of Sociological Research
Department of Sociology
University of Nebraska–Lincoln
Lincoln, Nebraska 68588
Telephone: (402) 472-3672

NASIS-80 #3

CONGRESSIONAL DISTRICT AND PLANNING REGION DATABOOK FOR THE STATE OF NEBRASKA

Lynn K. White
Department of Sociology

Price: $1.50

The Nebraska Annual Social Indicators Survey

Lynn K. White - 1980 Study Director

The findings in this report are based on data collected in the fourth Nebraska Annual Social Indicators Survey (NASIS). This survey is part of an on-going study of the quality of life in Nebraska conducted by the Bureau of Sociological Research at the University of Nebraska-Lincoln.

The sample for NASIS consists of 1916 respondents eighteen years of age or older residing in households in Nebraska. The sample is selected through a process called random digit dialing: within each three-digit prefix in the state, four-digit numbers are selected randomly from all possible four-digit numbers to complete the telephone number. Respondents are further chosen randomly from the adults in the household and interviewed by telephone by experienced, professional interviewers from the offices of the Bureau of Sociological Research. All interviewing was done between February and April of 1980. This procedure produces a high-quality, representative sample of Nebraska adults. Analysis shows the sample to be representative of the state on age, sex, and geographical distribution.

The interview averaged approximately 45 minutes and included questions about environment, health, crime, political attitudes, occupation, education, family life, and other matters reflecting the quality of life experienced in the state. For the entire sample, the chances are 95 in 100 that the true value for the population lies within a range equal to the reported survey percentage plus or minus 2.3 percent. This is an estimate of maximum error and for most items the percentages are likely to be even more accurate.

The data gathered by NASIS are used by a wide variety of State and local government agencies for policy and program planning and by faculty and students at the University of Nebraska and other colleges for research. No information identifying any respondent is released to any user and the strict confidentialit of individual respondents is rigidly enforced. While the final responsibility for the organization and structure of the survey and for reports produced under its name rests with the Bureau of Sociological Research, public agencies and University departments play an integral part in planning the survey through an Advisory Committee. Public organizations interested in membership on the Advisory Committee should contact the NASIS Study Director.

Funding for NASIS comes from the University of Nebraska, the Bureau of Sociological Research and State and local agencies which buy items and data analysis from the survey.

The NASIS surveys are repeated each year to measure changes in the quality of life in Nebraska. While there is a core of questions which is included every year, each survey has a large component of unique items which address specific topical issues. Plans for future years include reinterviewing the 1977 panel every two years to assess changes in their lives. Additional detail on the NASIS surveys regarding use of the survey data or cost of purchasing items on future surveys can be obtained by contacting the NASIS Study Director at the Bureau of Sociological Research or by sending for a copy of the 1981 NASIS Prospectus.

The University of Nebraska-Lincoln, an Affirmative Action/Equal Opportunity Employer, supports equal educational opportunity and offers the information listed herein without regard to age, sex, race, handicap, national origin, marital status, veterans status, or religion.

CONGRESSIONAL DISTRICT AND PLANNING REGION DATABOOK FOR THE STATE OF NEBRASKA--1980.*

This Databook presents data from the 1980 Nebraska Annual Social Indicators Survey (NASIS) for the Congressional Districts and Planning Regions in the State of Nebraska. This Databook is not intended to displace other sources of data, for example, the Nebraska Statistical Handbook or the Town and County Profiles published by the Department of Economic Development. Rather it is intended to supplement these other data sources by providing information not included in government reports or surveys.

This Databook includes five types of information: descriptions of Nebraska households, demographic and economic characteristics of the adult population, indicators of quality of life--satisfaction and subjective evaluation of life quality, and political attitudes and behavior of Nebraskans. Much of this information is unavailable from other sources and it is intended that the provision of these data in easily accessible form will provide an important supplement for planners, state and local agencies, and interested individuals.

The information in this Databook is presented in two sets of tables. The first set presents tabulations for the State as a whole and for the three Congressional Districts. The second set presents the data for six Planning Regions. The number of persons in the sample (1916) is not sufficient to present tabulations by Planning and Development Regions. Maps of the three Congressional Districts and of the six Planning Regions are given in Figures 1 and 2. There is no set of

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*Bureau of Sociological Research, Nebraska. Congressional District and Planning Region Databook for the State of Nebraska. Report No. 3 from the Nebraska Annual Social Indicators Survey. University of Nebraska-Lincoln: Bureau of Sociological Research, Department of Sociology, September 1980.

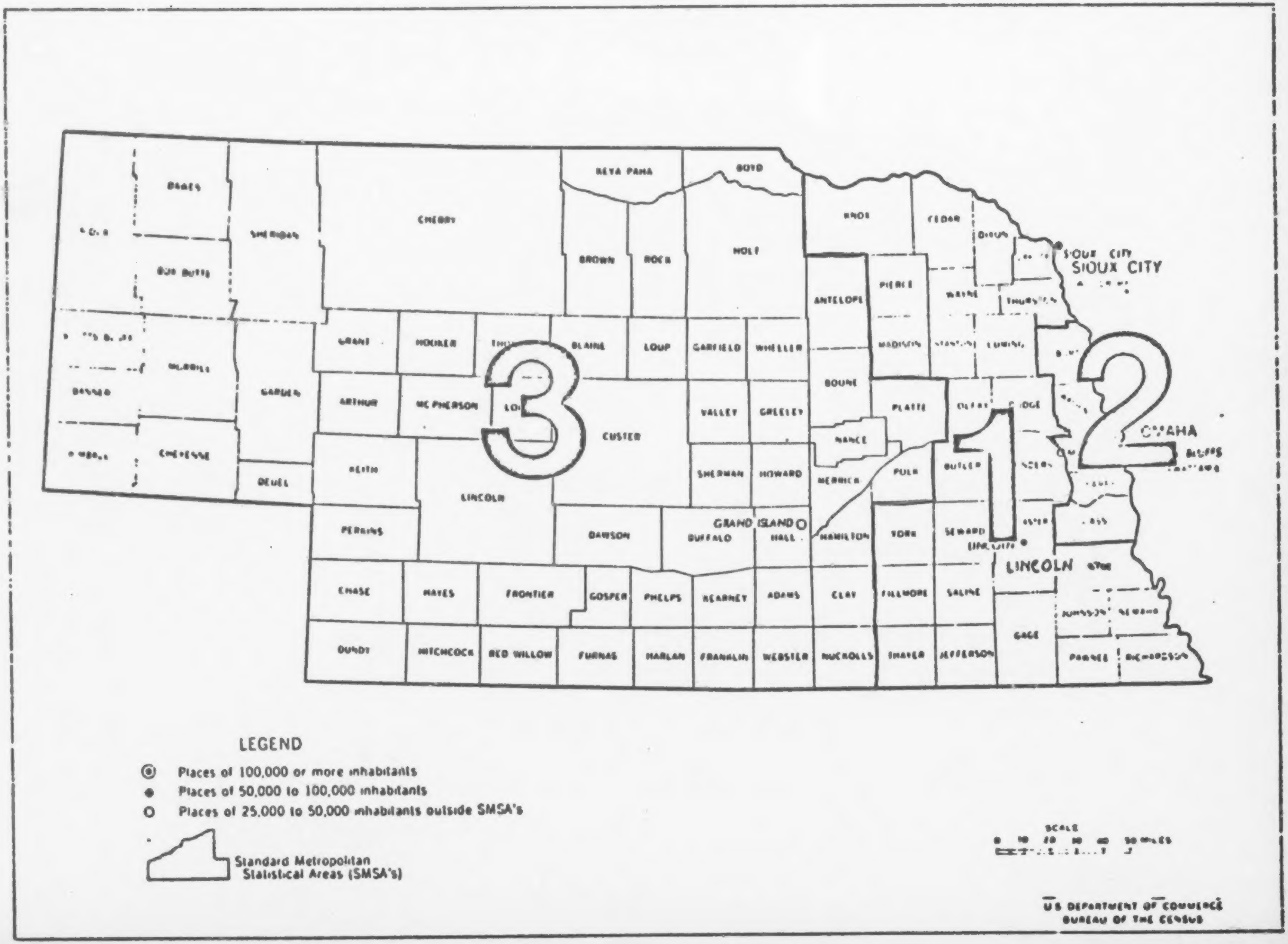
Planning Regions that is universally accepted by all State Agencies, however the regional definitions described in Figure 2 correspond to the most frequently used definitions, those used by the Department of Education, the Arts Council, the Department of Public Institutions, the Office of Mental Retardation, and the Alcoholism and Drug Commissions.

These data represent the results of a random sample of 1916 households. Because the data are from a survey rather than a complete enumeration, there is some sampling error involved in estimating population characteristics. For easy reference, the table below presents already computed sample errors for the total, congressional district, and regional sample populations. For most items, the chances are 95 in 100 that the true value for the population lies within a range equal to the reported percentage plus or minus the sampling error figure given in the table.

APPROXIMATE SAMPLING ERROR OF PERCENTAGES (EXPRESSED IN PERCENT)

		Reported Percentages				
Sample	Number	50%	30 or 70%	20 or 80%	10 or 90%	5 or 95%
TOTAL	1916	2.24	2.05	1.79	1.34	0.98
First Congressional District	605	3.98	3.65	3.19	2.39	1.74
Second Congressional District	641	3.87	3.55	3.10	2.32	1.69
Third Congressional District	670	3.79	3.47	3.03	2.27	1.65
Region 1	141	8.25	7.56	6.60	4.95	3.60
Region 2	175	7.41	6.79	5.93	4.44	3.23
Region 3	239	6.34	5.81	5.07	3.80	2.76
Region 4	272	5.94	5.45	4.75	3.56	2.59
Region 5	619	3.94	3.61	3.15	2.36	1.72
Region 6	470	4.52	4.14	3.62	2.71	1.97

CONGRESSIONAL DISTRICTS IN NEBRASKA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HOLT
KNOX
CEDAR
DIXON
BOX BUTTE
PIERCE
WAYNE
THURSTON
ANTELOPE
GRANT
HOOKER
BLAINE
LOUP
GARFIELD
WHEELER
MADISON
STANTON
CUMING
MORRILL
GARDEN
ARTHUR
MC PHERSON
CUSTER
VALLEY
GREELEY
BOONE
PLATTE
COLFAX
DODGE
NANCE
CHEYENNE
DEUEL
KEITH
LINCOLN
SHERMAN
HOWARD
MERRICK
POLK
BUTLER
PERKINS
DAWSON
BUFFALO
HALL
HAMILTON
YORK
SEWARD
CASS
CHASE
HAYES
FRONTIER
GOSPER
PHELPS
KEARNEY
ADAMS
CLAY
FILLMORE
SALINE
JOHNSON
DUNDY
HITCHCOCK
RED WILLOW
FURNAS
HARLAN
FRANKLIN
WEBSTER
NUCKOLLS
THAYER
JEFFERSON
GAGE
PAWNEE
RICHARDSON
LEGEND
◉ Places of 100,000 or more inhabitants
● Places of 50,000 to 100,000 inhabitants
○ Places of 25,000 to 50,000 inhabitants outside SMSA's
Standard Metropolitan Statistical Areas (SMSA's)
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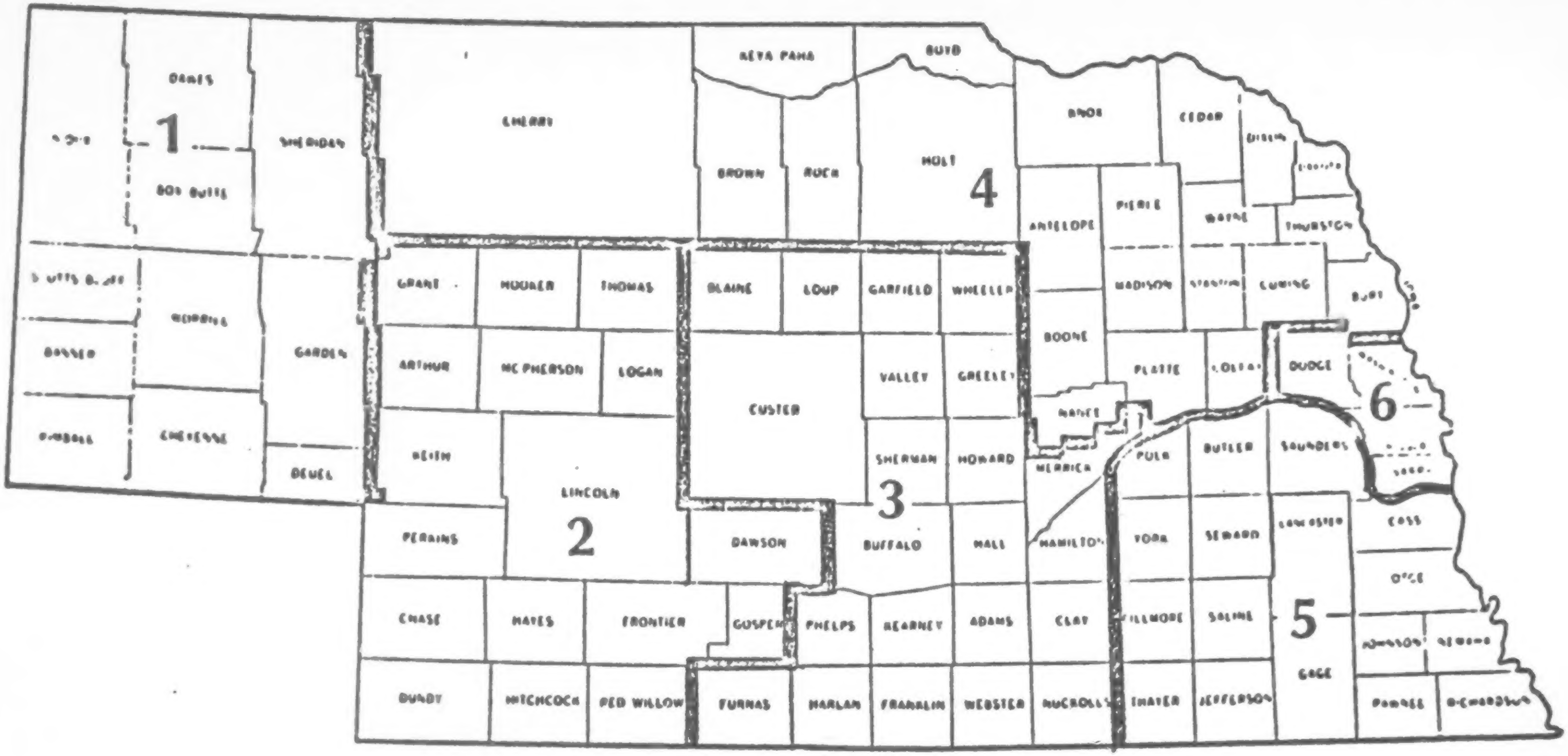
U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

PLANNING REGIONS IN NEBRASKA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GOSPER
PHELPS
KEARNEY
ADAMS
CLAY
FILLMORE
SALINE
JOHNSON
NEMAHA
GAGE
DUNDY
HITCHCOCK
RED WILLOW
FURNAS
HARLAN
FRANKLIN
WEBSTER
NUCKOLLS
THAYER
JEFFERSON
PAWNEE
RICHARDSON

1 = Panhandle
2 = Southwest
3 = Central and South Central
4 = North Central and Northeast
5 = Southeast
6 = Omaha

TABLE 1.1. CHARACTERISTICS OF HOUSEHOLDS, STATE OF NEBRASKA, TOTAL AND BY CONGRESSIONAL DISTRICTS, 1980.

	TOTAL	DISTRICT 1	DISTRICT 2	DISTRICT 3
SIZE OF COMMUNITY:				
Open Country	17.0%	19.6%	4.9%	25.2%
City less than 10,000	33.2	37.2	12.8	47.7
City 10,000 - 30,000	13.7	13.6	4.7	21.4
City more than 30,000	36.1	29.6	77.6	5.7
Percent living on farm	12.9	15.3	2.2	20.2
TYPE OF HOUSEHOLD:				
Husband-wife, children	39.9	38.9	40.4	40.5
Husband-wife only	26.3	24.7	21.7	31.9
Single-parent families	5.3	3.9	10.1	2.5
Individuals	20.6	24.5	18.4	18.7
Others	7.9	8.0	9.4	6.4
Mean persons per household	2.80	2.67	2.94	2.80
Percent with children	42.4	39.2	46.6	41.8
AGE OF HOUSEHOLD HEAD:				
18-29	20.4	22.0	22.5	17.0
30-39	19.7	18.1	22.7	18.6
40-49	14.8	12.8	15.8	15.9
50-59	15.5	14.9	16.3	15.3
60-69	14.6	13.5	12.4	17.6
70 +	15.0	18.7	10.3	15.6
HOUSING DESCRIPTION:				
Mobile home	5.9	6.0	1.5	9.6
Single family home	78.1	78.5	74.1	81.3
Apartment	13.0	13.7	19.0	7.1
Other	2.9	1.7	5.4	1.9
Mean number of homes	5.9	5.9	5.8	6.0
Own	44.3	47.4	32.0	52.2
Buying	30.2	28.2	36.2	26.9
Rent/other	25.5	24.4	31.8	20.9

TABLE 1.1 CHARACTERISTICS OF HOUSEHOLDS, STATE OF NEBRASKA, TOTAL AND BY CONGRESSIONAL DISTRICTS, 1980.

(continued)

	TOTAL	DISTRICT 1	DISTRICT 2	DISTRICT 3
ECONOMIC CHARACTERISTICS:				
Median family income	15,060	13,615	15,995	15,220
Percent below poverty level	8.4	9.4	9.6	6.4
Percent at/near poverty level	9.9	10.2	9.8	9.8
Percent above poverty level	81.7	80.4	80.6	83.8

TABLE 1.2. POPULATION COMPOSITION OF THE ADULT POPULATION OF NEBRASKA, TOTAL AND BY CONGRESSIONAL DISTRICTS, 1980.

	TOTAL	DISTRICT 1	DISTRICT 2	DISTRICT 3
AGE:				
18-29	29.8%	34.0%	32.3%	23.6%
30-39	19.3	17.4	21.5	19.0
40-49	14.4	11.9	15.6	15.7
50-59	13.8	13.1	13.0	15.4
60-69	12.7	11.8	10.2	15.7
70 +	9.9	11.7	7.4	10.5
RACE:				
White	95.5	98.3	89.1	98.4
Black	2.9	0.5	8.7	--
Other	1.6	1.2	2.2	1.6
MARITAL STATUS:				
Single	16.1	20.3	16.5	11.8
Married	71.1	66.2	68.1	78.5
Widowed	7.5	8.9	6.8	6.8
Divorced	4.1	3.7	6.2	2.6
Separated	1.2	0.8	2.5	0.3
RELIGION:				
Catholic	24.1	18.1	34.8	20.1
Protestant	66.9	74.2	53.8	71.7
Other	4.0	3.1	5.9	3.0
None	5.1	4.6	5.4	5.3
EDUCATION:				
0-11 years	19.6	20.8	15.7	21.9
12	43.5	43.9	41.0	45.3
13-15	20.8	19.9	23.4	19.2
16	9.7	8.9	10.9	9.4
17 +	6.5	6.6	9.1	4.1
Mean years	12.6	12.4	12.9	12.3
RESIDENCE IN NEBRASKA:				
Percent Nebraska natives	59.7	65.1	46.3	63.6
Percent expect to leave Nebraska	20.3	16.9	30.0	15.2

TABLE 1.3. ECONOMIC CHARACTERISTICS OF THE ADULT POPULATION OF THE STATE OF NEBRASKA, TOTAL AND BY CONGRESSIONAL DISTRICT, 1980.

	TOTAL	DISTRICT 1	DISTRICT 2	DISTRICT 3
EMPLOYMENT STATUS:				
MALES 18-65				
Employed full-time	82.4%	77.8%	83.0%	86.2%
Employed part-time	6.5	7.1	5.9	6.6
Not employed	11.0	15.1	11.1	7.2
FEMALES 18-65				
Employed full-time	37.8	42.4	43.0	28.9
Employed part-time	19.1	19.9	16.6	20.8
Not employed	43.1	37.8	40.4	50.3
OCCUPATION OF THE EMPLOYED:				
MALES 18-65				
Professionals, technical workers, managers, officials, proprieters	36.0	33.7	40.6	34.2
Clerical and sales workers	9.6	10.1	12.7	6.5
Craftsmen, foremen, operatives	24.3	25.8	24.0	23.3
Farmers, ranchers	12.5	13.6	1.9	20.7
Otner	17.5	16.9	20.9	15.2
FEMALES 18-65				
Professionals, technical workers, managers, officials, proprieters	26.8	26.8	28.5	24.8
Clerical and sales workers	41.7	39.3	44.6	41.3
Craftsmen, foremen, operatives	5.6	6.5	5.2	5.2
Farmers, ranchers	0.6	0.8	0.2	0.8
Other	25.3	26.7	21.5	28.0
SUBJECTIVE ECONOMIC CONDITION:				
SOCIAL CLASS SELF-RATING				
Lower class	2.1	1.9	2.2	2.2
Working class	31.6	32.6	27.4	34.6
Middle class	51.8	53.9	51.8	49.7
Upper middle class	13.9	10.8	18.0	13.1
Upper class	0.6	0.8	0.6	0.5

TABLE 1.3. ECONOMIC CHARACTERISTICS OF THE ADULT POPULATION OF THE STATE OF NEBRASKA, TOTAL AND BY CONGRESSIONAL DISTRICT, 1980.
(continued)

	TOTAL	DISTRICT 1	DISTRICT 2	DISTRICT 3
FINANCIAL CHANGES IN LAST TWO YEARS:				
Getting better	35.8	35.9	39.3	32.7
Staying same	38.5	40.2	34.3	40.6
Getting worse	25.7	24.0	26.4	26.7
FAMILY INCOME SELF-RATING:				
Far below average	2.6	2.2	3.6	2.1
Below average	19.3	19.5	16.1	22.0
Average	56.2	58.6	54.0	56.1
Above average	20.5	18.7	25.3	18.0
Far above average	1.3	1.0	1.1	1.8

TABLE 1.4. QUALITY OF LIFE IN THE STATE OF NEBRASKA, TOTAL AND BY CONGRESSIONAL DISTRICTS, 1980.

	TOTAL	DISTRICT 1	DISTRICT 2	DISTRICT 3
PERSONAL HEALTH:				
SELF-RATING				
Excellent	46.9%	48.6%	46.4%	45.7%
Good	39.8	37.9	40.5	40.9
Fair	9.9	10.3	10.5	9.0
Poor	3.4	3.3	2.6	4.4
Percent felt nervous breakdown coming	17.8	17.0	19.0	17.5
Percent seeing a doctor in last year	75.0	73.9	78.7	72.7
Percent seeing a dentist in last year	60.7	63.0	64.8	54.7
Mean minutes to physician	17.9	17.1	15.9	20.5
SATISFACTION WITH COMMUNITY:				
Very satisfied	44.8	48.5	38.5	47.0
Satisfied	46.1	42.8	50.2	45.7
Neutral	4.9	5.7	5.2	3.9
Dissatisfied	4.2	3.0	6.1	3.4
CONVENIENCE OF PRESENT LOCATION:				
Very convenient	38.8	36.5	49.0	31.7
Convenient enough	49.1	52.8	40.5	53.3
Not convenient	12.1	10.7	10.4	14.9
SATISFACTION WITH WORK:				
Very satisfied	49.7	49.9	48.0	51.1
Moderately satisfied	40.1	41.0	38.9	40.5
Dissatisfied	10.2	9.1	13.2	8.4
CRIME AND COMMUNITY SAFETY:				
SUBJECTIVE REPORT OF NEIGHBORHOOD CRIME RATE				
Increasing	27.1	27.6	26.6	26.9
No change	67.6	67.9	65.6	69.5
Decreasing	5.3	4.5	7.8	3.6

TABLE 1.4. QUALITY OF LIFE IN THE STATE OF NEBRASKA, TOTAL AND BY CONGRESSIONAL DISTRICTS, 1980.
(continued)

	TOTAL	DISTRICT 1	DISTRICT 2	DISTRICT 3
Percent afraid to walk at night near their home	26.0	22.2	37.9	19.0
Percent victim of a property crime in 1979	19.5	17.4	25.3	16.2
Percent victim of a personal crime in 1979	1.5	0.8	2.1	1.6

TABLE 1.5. POLITICAL ATTITUDES AND PARTICIPATION FOR THE STATE OF NEBRASKA, TOTAL AND BY CONGRESSIONAL DISTRICTS, 1980.

	TOTAL	DISTRICT 1	DISTRICT 2	DISTRICT 3
POLITICAL PARTY:				
Republican	37.6%	38.7%	30.8%	42.6%
Democrat	32.6	34.6	35.6	28.0
Independant	22.6	20.3	24.8	22.9
Other	7.2	6.4	8.8	6.5
Percent voted in last two years	65.1	64.0	64.4	66.7
SATISFACTION WITH NEBRASKA LEGISLATURE:				
Very satisfied	1.8	2.4	1.9	1.2
Satisfied	55.5	56.8	51.1	58.2
Neutral	20.0	23.2	18.1	18.7
Dissatisfied	18.8	15.5	22.2	19.0
Very dissatisfied	3.9	2.1	6.7	3.0
LOCAL GOVERNMENT JOB RATING:				
Excellent	6.2	7.2	4.4	6.9
Good	47.7	47.0	47.7	48.4
Fair	35.4	34.2	37.5	34.7
Poor	10.7	11.5	10.5	10.0

TABLE II.1. CHARACTERISTICS OF HOUSEHOLDS, STATE OF NEBRASKA, BY REGION, 1980.

	REGION 1	REGION 2	REGION 3	REGION 4	REGION 5	REGION 6
SIZE OF COMMUNITY:						
Open country	26.2%	23.7%	22.9%	28.4%	4.3%	18.8%
City less than 10,000	53.9	57.8	34.6	52.5	9.8	36.4
City 10,000-30,000	19.9	18.5	27.0	19.1	10.2	4.8
City more than 30,000	--	--	15.5	--	75.7	40.0
Percent living on farm	20.6	14.5	19.2	22.0	1.8	16.0
TYPE OF HOUSEHOLD:						
Husband-wife, children	40.4	42.8	36.3	44.0	40.6	37.5
Husband-wife only	33.3	33.5	29.8	28.7	20.9	25.4
Single-parent family	2.8	3.5	2.4	1.9	9.2	5.2
Individuals	18.4	13.9	23.3	20.1	19.9	23.3
Other	5.1	6.3	8.2	5.3	9.4	8.6
Mean persons per household	2.76	2.87	2.76	2.86	2.91	2.63
Percent with children	41.1	45.7	38.4	42.5	45.8	39.4
AGE OF HOUSEHOLD HEAD:						
18-29	17.0	12.1	20.5	19.1	22.3	22.6
30-39	21.3	20.8	16.0	17.2	23.0	18.0
40-49	11.3	20.2	16.0	12.4	16.0	13.2
50-59	17.0	15.6	16.0	13.9	15.2	15.9
60-69	20.6	16.2	15.2	16.9	11.6	14.4
70 +	12.8	15.0	16.4	20.6	11.9	15.9
HOUSING DESCRIPTION:						
Mobile home	7.8	12.1	11.0	8.2	1.1	5.2
Single family home	81.6	79.2	77.6	82.5	73.9	80.0
Apartment	9.2	5.8	9.0	7.8	19.5	13.5
Other	1.4	2.9	2.4	1.5	5.4	1.2
Mean number of rooms	5.8	6.1	5.9	6.0	5.7	6.0
Own	49.6	50.3	49.8	54.9	32.0	47.6
Buying	29.1	33.5	25.3	24.3	36.6	27.0
Rent/other	21.3	16.2	24.9	20.8	31.4	25.4
ECONOMIC CHARACTERISTICS:						
Median family income	14,915	16,785	14,260	13,320	16,525	14,305
Percent below poverty level	6.4	5.2	8.2	9.0	10.3	7.5
Percent at/near poverty level	5.7	11.0	11.0	11.2	9.7	9.8
Percent above poverty level	87.9	83.8	80.8	79.9	80.0	82.7

TABLE II.2. POPULATION COMPOSITION OF THE ADULT POPULATION OF NEBRASKA, BY REGION 1980.

	REGION 1	REGION 2	REGION 3	REGION 4	REGION 5	REGION 6
AGE:						
18-29	24.1%	26.1%	25.4%	26.8%	32.7%	32.8%
30-39	21.3	17.0	15.6	17.2	21.6	17.6
40-49	9.3	18.1	14.8	10.1	15.9	11.0
50-59	13.5	14.6	14.8	12.7	12.2	15.1
60-69	20.5	12.7	14.7	14.6	9.5	12.6
70 +	11.3	11.5	14.8	18.7	8.0	10.8
RACE:						
White	97.1	99.5	99.6	98.1	89.5	98.3
Black	--	--	--	--	8.5	0.7
Other	2.9	0.5	0.4	1.9	2.0	1.0
MARITAL STATUS:						
Single	9.2	16.1	16.7	11.9	17.2	19.7
Married	73.0	73.9	65.7	68.3	67.4	66.5
Widowed	12.1	8.2	14.7	16.4	7.0	8.0
Divorced	5.7	1.5	2.4	3.0	6.2	4.4
Other	--	0.2	0.4	0.4	2.2	1.5
RELIGION:						
Catholic	17.9	23.1	21.6	26.2	35.0	14.1
Protestant	70.0	67.5	68.6	68.5	53.1	78.0
Other	3.6	4.3	4.1	2.6	6.0	3.0
None	8.6	5.2	5.7	2.6	5.8	4.9
EDUCATION, YEARS:						
0-11	24.8	19.4	24.1	28.4	15.7	17.7
12	44.7	42.9	44.1	45.5	41.5	42.7
13-15	17.7	23.6	18.3	13.8	23.9	21.7
16	8.5	11.3	8.6	7.8	10.3	10.3
17 +	4.3	2.8	4.8	4.5	8.6	7.6
Mean years	12.2	12.5	12.2	12.0	12.9	12.8
RESIDENCE IN NEBRASKA:						
Percent Nebraska natives	54.8	57.3	68.8	74.1	47.3	61.3
Percent expect to leave Nebraska	18.7	11.8	17.1	11.6	29.4	19.1

TABLE II.3. ECONOMIC CHARACTERISTICS OF THE ADULT POPULATION OF THE STATE OF NEBRASKA, BY REGION, 1980.

	REGION 1	REGION 2	REGION 3	REGION 4	REGION 5	REGION 6
EMPLOYMENT STATUS:						
MALES 18-65						
Employed full-time	85.8%	85.5%	87.4%	83.4%	82.5%	76.9%
Employed part-time	3.2	8.7	7.2	5.0	6.6	7.3
Not employed	11.0	5.8	5.4	11.6	10.9	15.8
FEMALES 18-65						
Employed full-time	29.7	30.3	29.8	32.1	42.8	44.0
Employed part-time	22.6	20.5	22.2	18.7	18.0	17.6
Not employed	47.7	49.2	48.1	49.2	39.2	38.4
OCCUPATION OF THE EMPLOYED:						
MALES 18-65						
Professionals, technical workers, managers, officials, proprietors	32.7	32.6	34.6	35.4	40.3	33.6
Clerical and sales workers	7.0	5.8	8.2	4.8	13.0	11.1
Craftsmen, foremen, operatives	24.6	32.8	18.8	24.9	24.6	23.5
Farmers, ranchers	21.4	19.5	20.1	20.2	1.2	13.3
Other	14.3	9.3	18.3	14.8	20.9	18.6
FEMALES 18-65						
Professionals, technical workers, managers, officials, proprietors	25.9	26.7	25.8	20.5	28.4	28.2
Clerical and sales workers	41.8	43.2	38.4	40.6	44.0	40.4
Craftsmen, foremen operatives	7.6	4.8	4.4	7.7	5.6	5.0
Farmers, ranchers	--	1.9	0.6	--	0.5	0.6
Other	24.7	23.4	30.7	31.2	21.6	25.8
SUBJECTIVE ECONOMIC CONDITION:						
SOCIAL CLASS SELF-RATING						
Lower class	3.8	2.0	1.4	0.7	2.1	2.6
Working class	28.3	38.2	35.1	38.3	26.9	30.7
Middle class	53.5	46.0	52.2	50.3	52.9	52.7
Upper middle class	14.3	13.2	11.2	9.9	17.5	12.8
Upper class	--	0.6	--	0.8	0.6	1.2

TABLE II.3. ECONOMIC CHARACTERISTICS OF THE ADULT POPULATION OF THE STATE OF NEBRASKA, BY REGION, 1980.
(continued)

	REGION 1	REGION 2	REGION 3	REGION 4	REGION 5	REGION
FINANCIAL CHANGES IN LAST TWO YEARS:						
Getting better	30.7	37.3	33.0	32.6	38.4	36.8
Staying same	42.0	39.9	40.1	44.4	35.0	37.3
Getting worse	27.4	22.8	26.9	23.0	26.7	25.9
FAMILY INCOME SELF-RATING:						
Far below average	0.3	2.6	2.8	2.9	3.7	1.7
Below average	28.0	16.1	23.4	16.8	16.6	20.6
Average	50.2	60.7	56.6	62.1	53.8	56.1
Above average	19.8	18.8	14.8	17.4	24.7	20.6
Far above average	1.6	1.9	2.3	0.9	1.2	0.9

TABLE II.4. QUALITY OF LIFE IN THE STATE OF NEBRASKA, BY REGION, 1980.

	REGION 1	REGION 2	REGION 3	REGION 4	REGION 5	REGION 6
PERSONAL HEALTH:						
SELF-RATING						
Excellent	40.1%	42.5%	50.5%	47.8%	48.4%	46.2%
Good	45.1	43.1	36.6	38.0	39.0	40.6
Fair	9.9	10.4	8.1	10.9	10.0	10.0
Poor	4.8	4.0	4.8	3.3	2.6	3.3
Percent seeing a doctor in last year	66.2	77.5	75.5	70.5	77.4	75.8
Percent seeing a dentist in last year	58.3	55.0	51.2	59.2	64.4	64.3
Percent felt nervous breakdown coming	21.7	14.9	19.5	15.0	18.5	17.7
Mean minutes to physician	19.0	23.6	17.4	20.4	15.2	17.8
SATISFACTION WITH COMMUNITY:						
Very satisfied	48.1	50.8	38.8	48.6	37.8	51.8
Satisfied	43.4	44.5	52.6	41.3	50.2	41.7
Neutral	1.7	2.7	5.5	6.6	5.8	4.2
Dissatisfied	6.8	2.1	3.1	3.4	6.2	2.2
CONVENIENCE OF PRESENT LOCATION:						
Very convenient	33.8	31.4	33.1	29.1	49.6	37.3
Convenient enough	48.6	54.4	52.3	56.4	40.5	52.8
Not convenient	17.7	14.2	14.7	14.5	9.9	9.9
SATISFACTION WITH WORK:						
Very satisfied	47.0	57.5	48.5	48.6	49.0	49.5
Moderately satisfied	45.6	34.1	40.8	42.0	37.3	43.4
Dissatisfied	7.4	8.3	10.6	9.4	13.7	7.2
CRIME AND COMMUNITY SAFETY:						
SUBJECTIVE REPORT OF NEIGHBORHOOD CRIME RATE						
Increasing	30.1	27.3	27.2	24.3	25.1	30.3
No change	63.4	69.7	71.1	71.8	66.8	65.0
Decreasing	6.4	3.0	1.7	3.9	8.1	4.6

TABLE II.4. QUALITY OF LIFE IN THE STATE OF NEBRASKA, BY REGION, 1980. (continued)

	REGION 1	REGION 2	REGION 3	REGION 4	REGION 5	REGION 6
Percent afraid to walk at night near their home	19.4	21.1	20.0	17.5	37.5	22.7
Percent victim of property crime in 1979	17.0	15.6	19.2	14.2	25.8	16.6
Percent victim of personal crime in 1979	3.0	3.5	0.2	0.4	2.1	0.9

TABLE II.5. POLITICAL ATTITUDES AND PARTICIPATION FOR THE STATE OF NEBRASKA, BY REGION, 1980.

	REGION 1	REGION 2	REGION 3	REGION 4	REGION 5	REGION 6
POLITICAL PARTY:						
Republican	48.5%	41.0%	38.8%	42.4%	31.8%	37.3%
Democrat	26.3	27.3	32.3	27.8	35.6	35.6
Independent	19.5	24.9	21.5	23.5	24.2	20.6
Other	5.7	6.8	7.4	6.3	8.4	6.4
Percent voted in last two years	65.2	69.7	64.1	63.6	63.0	67.3
SATISFACTION WITH NEBRASKA LEGISLATURE:						
Very satisfied	0.8	1.3	1.6	0.9	2.1	2.5
Satisfied	57.9	72.4	56.1	54.8	51.5	53.9
Neutral	17.1	15.5	17.4	20.7	19.1	24.6
Dissatisfied	21.3	9.5	20.0	22.4	20.8	16.3
Very dissatisfied	2.8	1.3	4.9	1.2	6.5	2.6
LOCAL GOVERNMENT RATING:						
Excellent	6.9	9.2	5.2	7.4	4.7	6.8
Good	43.5	42.8	53.9	45.6	47.8	48.7
Fair	37.9	37.8	31.4	36.6	36.7	33.4
Poor	11.8	10.2	9.5	10.4	10.8	11.0

List of reports already released using data gathered in the 1980 Nebraska Annual Social Indicators Survey. These may be purchased at the indicated price from the Bureau of Sociological Research of the University of Nebraska-Lincoln.

Report Number	Title
1.	Designs, Procedures, Instruments and Forms for the 1980 NASIS. Lynn K. White. Price: $7.50.
2.	Status of Women in Nebraska. Susan Welch and Alan Booth. Price: $1.00.

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NASIS

NEBRASKANS AND THEIR LOCAL GOVERNMENT

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NEBRASKA ANNUAL SOCIAL INDICATORS SURVEY

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NASIS-80 #4

NEBRASKANS AND THEIR LOCAL GOVERNMENT

Susan Welch
Political Science Department

and

Alan Booth
Department of Sociology

Price: .75

The Nebraska Annual Social Indicators Survey

Lynn K. White - 1980 Study Director

The findings in this report are based on data collected in the fourth Nebraska Annual Social Indicators Survey (NASIS). This survey is part of an on-going study of the quality of life in Nebraska conducted by the Bureau of Sociological Research at the University of Nebraska-Lincoln.

The sample for NASIS consists of 1916 respondents eighteen years of age or older residing in households in Nebraska. The sample is selected through a process called random digit dialing: within each three-digit prefix in the state, four-digit numbers are selected randomly from all possible four-digit numbers to complete the telephone number. Respondents are further chosen randomly from the adults in the household and interviewed by telephone by experienced, professional interviewers from the offices of the Bureau of Sociological Research. All interviewing was done between February and April of 1980. This procedure produces a high-quality, representative sample of Nebraska adults. Analysis shows the sample to be representative of the state on age, sex, and geographical distribution.

The interview averaged approximately 45 minutes and included questions about environment, health, crime, political attitudes, occupation, education, family life, and other matters reflecting the quality of life experienced in the state. For the entire sample, the chances are 95 in 100 that the true value for the population lies within a range equal to the reported survey percentage plus or minus 2.3 percent. This is an estimate of maximum error and for most items the percentages are likely to be even more accurate.

The data gathered by NASIS are used by a wide variety of State and local government agencies for policy and program planning and by faculty and students at the University of Nebraska and other colleges for research. No information identifying any respondent is released to any user and the strict confidentiality of individual respondents is rigidly enforced. While the final responsibility for the organization and structure of the survey and for reports produced under its name rests with the Bureau of Sociological Research, public agencies and University departments play an integral part in planning the survey through an Advisory Committee. Public organizations interested in membership on the Advisory Committee should contact the NASIS Study Director.

Funding for NASIS comes from the University of Nebraska, the Bureau of Sociological Research and State and local agencies which buy items and data analysis from the survey.

The NASIS surveys are repeated each year to measure changes in the quality of life in Nebraska. While there is a core of questions which is included every year, each survey has a large component of unique items which address specific topical issues. Plans for future years include reinterviewing the 1977 panel every two years to assess changes in their lives. Additional detail on the NASIS surveys regarding use of the survey data or cost of purchasing items on future surveys can be obtained by contacting the NASIS Study Director at the Bureau of Sociological Research or by sending for a copy of the 1981 NASIS Prospectus.

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NEBRASKANS AND THEIR LOCAL GOVERNMENT

Susan Welch
Alan Booth

In the past several years we have reported on Nebraskan's attitudes toward their state legislature and state government.* This year, we felt it appropriate to examine some aspects of the relationships Nebraskans have with their local governments. In this report we will look at two elements of that relationship: frequency with which Nebraskans participate in some local government activities, and how positively or negatively Nebraskans evaluate their local government.

The information that forms the basis of this report was gathered in the Spring 1980 Nebraska Annual Social Indicators Survey. This was a statewide telephone survey of 1916 randomly selected Nebraska residents. The findings from the survey are accurate to approximately two percent.

PARTICIPATION IN LOCAL GOVERNMENT

We chose two kinds of activities to examine; both go beyond simply voting, but yet do not require strenuous or extremely time-consuming activity on the part of the citizen. We asked Nebraskans if they had attended a school board meeting or attended a city council meeting within the past two years. The results are shown in Table 1. Overall 13 percent of our sample had attended a school board meeting and an equal number had attended a city council meeting. Table 1 indicates that participation varied depending on the individual's age, education, income and the size of the community of residence. Participation in city council meetings tended to be more frequent in the smaller and medium sized towns than in Lincoln or Omaha.

This differential participation is to be anticipated. Not only is getting to a council meeting more of an effort in big towns, but probably in small towns more issues are likely to be of consequence to the individual; that is, in a very small town or village, an issue affecting one neighborhood essentially affects the whole community in a way that it does not in a larger community. Attendance at school board meetings also reflects this pattern: residents of larger communities attend less often than those in smaller ones.

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* *See "Tax Supported Income Supplements and Nebraska's Poor," 1977; "Nebraskans and Their Political Participation," 1977; "More for Less: Nebraskans and State Government Programs," 1978; and "Nebraskans' Evaluations of Their State Government," 1979.

Age also determines participation, to a certain extent. Those in the 35-59 year-old age group are more than twice as likely to attend council meetings as older citizens and four times as likely to attend school board meetings. Of course, this is the age group most likely to have children in school. This middle age group is also more likely to attend council and school board meetings than the younger citizens, though the differences are not so large.

As in every other form of political participation in the U.S., those with more formal education tend to participate more than those with medium or low educations. Here, for example, those with college degrees are 3-5 times more likely to turnout for council and school board meetings than those who did not finish high school. College graduates are about twice as likely as high school graduates to attend such meetings. These differences are also reflected in income: the greater one's income, the more likely one is to attend school board and council meetings. Thus, on the local scene, just as on the state and national one, upper income, well-educated people are more active than those with less income and education.

Differences among people of different party loyalties are insignificant in terms of these measures of participation in local activities. Likewise, few differences were found among those with different views toward state government and taxes.

RATINGS OF LOCAL GOVERNMENT

We now turn from whether individuals participate in local government by attending meetings of local governing bodies to the question of how favorably or unfavorably Nebraskans rate the services their local governments provide. We asked four questions to assess ratings of local government: we asked for an overall evaluation of local government, an evaluation of local fire protection, of local police protection, and of street maintenance. These particular services are ones provided by most communities, from very small to the largest. The results are shown in Table 2. Overall, slightly over half, 55 percent, of Nebraskans rated their local government as good or excellent. Turning to an evaluation of individual services, however, 93 percent rated their fire protection good or excellent, 71 percent so rated their police protection, but only 47 percent so rated their street maintenance (Table 2).

The variations in these ratings among respondents from different sized communities are quite interesting. The overall evaluations of local government do not vary too much. Although Omaha is noticeably on the low end of the scale and Lincoln and communities of size 500-5000 are on the high end, only 14 percentage points separate Omaha from the highest ranking communities. Similarly, there is not a lot of variation in ratings of fire protection, although ratings tend to be somewhat higher in cities over 500 as compared with the very tiniest towns and people living in the open country.

Substantial variation occurs in ratings of police protection. Lincoln rates higher than any other sized community with Omaha coming in second. Both Lincoln and Omaha residents are positive toward their police protection. In Lincoln, 87 percent rated their protection good or excellent; while Omaha residents did not give quite such glowing ratings, another indicator (not reported in Table 2) showed that they were more likely than any other group to report that crime was decreasing in their neighborhoods. On the other end of the scale, those in small communities are much less happy with their police protection: only 46 percent of residents of towns of 500 and under rate their police protection that well, and only 64 percent of those living in the open country rate their police protection highly. Further, residents of towns 500-1500 are also not pleased with their police protection. In these communities, people probably rely largely on county law enforcement or on very small one or two person departments. So few people cannot provide the same range of service as larger departments.

Street maintenance satisfaction presents yet another pattern. Here, the residents of middle-sized communities are slightly more favorable than either the smaller or the larger communities, but Omaha residents are much less happy than residents in any other sized community: only 33 percent of Omaha residents rate their street maintenance good or excellent. Residents of Lincoln rate their street maintenance slightly higher than the average Nebraskan does.

In sum, while the old saw about government closest to the people being best may be true, it seems that the very small governments closest to the people are not the most higly rated. Lincoln, overall, receives the highest ratings of any size city group. Residents of the very smallest towns seem the most unhappy with specific local services, particularly fire and police, where their ratings are quite a bit below the mean.

Individual respondent characteristics are not as strongly related to these attitudes as are community characteristics. Unlike our findings concerning participation in evaluating government, the low and high income residents and the well and less well-educated do not differ much. In general, older people tend to give slightly higher ratings than younger people; this is particularly true in the overall evaluations and the evaluation of street maintenance services.

Republicans tend to give slightly higher rankings to local government than Democrats or Independents, but these differences are slight. It appears that citizens who are unhappy with their state legislature also tend to be the most unhappy with local government; in fact the differences are quite striking. This, therefore, may indicate that some people have a generalized "nay saying" or "yea saying" perspective toward government that reflects more their own beliefs about the effectiveness of government than it does the actions of the government. Somewhat surprisingly, differences in evaluation of local government are not related to level of participation as measured by our indicators of attendance at school board and council meetings. Attenders are just as likely to give local government a positive rating as non-attenders.

CONCLUSIONS

We have examined a few aspects of citizens' relationships with their local government in Nebraska. We found that few Nebraskans took an active part in local government. Though admittedly our measures only tap a part of possible participation, our findings are similar to those of other studies showing limited participation in most kinds of local government activities. As is true in other forms of participation, those who have greater education and income participate more. Those in the middle age group also participate more, as do those in smaller communities. In regard to community size, it may be that the focus of participation in larger communities is in neighborhood activities and groups, rather than directly with the council or school board. In small towns there may be less need for mediating groups between the individual and his or her government, while in larger towns people may feel the need to organize to present a case.

Turning from activity to evaluation, local governments get rather modest evaluations. Only slightly more citizens rate local governments as good or excellent as rate them fair or poor. Lincoln comes off best in this overall evaluation, and Omaha worst, with the middle and smaller sized towns in between. However, in rating specific services, those from the very smallest towns are least satisfied with police and fire services, perhaps reflecting the reality of more limited services to the unincorporated areas and farm dwellers. Those from the smallest towns are as satisfied as residents of larger towns with their street maintenance, however. For that service, Omahans are by far the least happy.

Overall, it appears that the middle sized and large communities are meeting the perceived needs of the citizens quite well in the areas of fire and police services, less well in the areas of street maintenance. Why citizen's evaluation of local services appears to be higher than their general evaluation of local government is an interesting question. Perhaps citizens remember what they are dissatisfied with more than what they are satisfied with. Also, it is possible that they are dissatisfied with services that we did not ask about--education or housing, and so forth. Finally, it may be that citizens simply expect government to do more and at less cost than it does, without really having any specific ideas about how that might be accomplished.

TABLE 1. CHARACTERISTICS OF PEOPLE WHO ATTENDED CITY COUNCIL OR SCHOOL BOARD MEETINGS WITHIN LAST TWO YEARS.

	Percent who attended city council meeting	Percent who attended school board meeting
Overall	13	13
Size of Community:		
Open country	11	23
500 and under	16	21
501-1500	17	13
1501-5000	19	12
5001-40,000	18	10
Lincoln	7	7
Omaha	8	10
Age:		
18-34	12	12
35-59	18	21
60 +	8	5
Educational Attainment:		
Did not finish high school	8	6
High school diploma	12	12
Junior or community college degree	19	16
Bachelor's degree	19	24
Post graduate degree	29	35
Income:		
Less than $7,500	5	6
$7,500 - $14,999	11	12
$15,000 - $24,999	17	16
$25,000 +	21	20
Party Preference:		
Republican	13	15
Democrat	14	12
Independent	14	13
No preference	8	6

TABLE 2. CHARACTERISTICS OF PEOPLE WHO RATE THEIR LOCAL GOVERNMENT EXCELLENT OR GOOD

	Percent Rating Local Government Excellent or Good	Percent Rating Fire Protection Excellent or Good	Percent Rating Police Protection Excellent or Good	Percent Rating Street Maintenance Excellent or Good
Overall:	55	93	71	47
Size of Community:				
Open country	56	89	64	47
500 and under	57	83	46	49
501-1,500	60	97	61	58
1,501-5,000	62	98	73	59
5,001-40,000	51	93	72	50
Lincoln	62	96	87	51
Omaha	48	93	80	33
Age:				
18-34	50	91	70	39
35-39	55	93	69	47
60 +	59	96	77	61
Educational Attainment:				
Did not finish high school	51	91	70	51
High school diploma	55	93	72	46
Junior or community college degree	49	92	62	48
Bachelor's degree	60	95	77	46
Post graduate degree	60	93	75	43
Income:				
Less than $7,500	52	94	72	52
$7,500 - $14,999	52	92	68	43
$15,000 - $24,999	55	94	72	45
$25,000 +	60	93	75	48
Party Preference:				
Republican	57	94	74	50
Democrat	53	92	73	48
Independent	53	92	67	43
No preference	50	91	69	43
Rating of State Legislature:				
Satisfied	64	94	75	51
Neither satisfied nor dissatisfied	48	91	65	40
Dissatisfied	35	91	68	40

TABLE 2. CHARACTERISTICS OF PEOPLE WHO RATE THEIR LOCAL GOVERNMENT EXCELLENT OR GOOD (continued)

	Percent Rating Local Government Excellent or Good	Percent Rating Fire Protection Excellent or Good	Percent Rating Police Protection Excellent or Good	Percent Rating Street Maintenance Excellent or Good
Participating in Local Government:				
Attended city council meeting	53	92	69	49
Did not attend city council meeting	55	93	72	47
Attended school board meeting	51	90	67	42
Did not attend school board meeting	55	93	72	48

List of reports already released using data gathered in the 1980 Nebraska Annual Social Indicators Survey. These may be purchased at the indicated price from the Bureau of Sociological Research of the University of Nebraska-Lincoln.

Report Number	Title
1.	Designs, Procedures, Instruments and Forms for the 1980 NASIS. Lynn K. White. Price: $7.50.
2.	Status of Women in Nebraska. Susan Welch and Alan Booth. Price: $1.00.
3.	Congressional District and Planning Region Databook for the State of Nebraska. Lynn K. White. Price: $1.50.

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MOVERS AND STAYERS 1977-79.

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MIGRATION IN NEBRASKA:
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Price: .75

The Nebraska Annual Social Indicators Survey

Lynn K. White - 1980 Study Director

The findings in this report are based on data collected in the fourth Nebraska Annual Social Indicators Survey (NASIS). This survey is part of an on-going study of the quality of life in Nebraska conducted by the Bureau of Sociological Research at the University of Nebraska-Lincoln.

The sample for NASIS consists of 1916 respondents eighteen years of age or older residing in households in Nebraska. The sample is selected through a process called random digit dialing: within each three-digit prefix in the state, four-digit numbers are selected randomly from all possible four-digit numbers to complete the telephone number. Respondents are further chosen randomly from the adults in the household and interviewed by telephone by experienced, professional interviewers from the offices of the Bureau of Sociological Research. All interviewing was done between February and April of 1980. This procedure produces a high-quality, representative sample of Nebraska adults. Analysis shows the sample to be representative of the state on age, sex, and geographical distribution.

The interview averaged approximately 45 minutes and included questions about environment, health, crime, political attitudes, occupation, education, family life, and other matters reflecting the quality of life experienced in the state. For the entire sample, the chances are 95 in 100 that the true value for the population lies within a range equal to the reported survey percentage plus or minus 2.3 percent. This is an estimate of maximum error and for most items the percentages are likely to be even more accurate.

The data gathered by NASIS are used by a wide variety of State and local government agencies for policy and program planning and by faculty and students at the University of Nebraska and other colleges for research. No information identifying any respondent is released to any user and the strict confidentialit of individual respondents is rigidly enforced. While the final responsibility for the organization and structure of the survey and for reports produced under its name rests with the Bureau of Sociological Research, public agencies and University departments play an integral part in planning the survey through an Advisory Committee. Public organizations interested in membership on the Advisory Committee should contact the NASIS Study Director.

Funding for NASIS comes from the University of Nebraska, the Bureau of Sociological Research and State and local agencies which buy items and data analysis from the survey.

The NASIS surveys are repeated each year to measure changes in the quality of life in Nebraska. While there is a core of questions which is included every year, each survey has a large component of unique items which address specific topical issues. Plans for future years include reinterviewing the 1977 panel every two years to assess changes in their lives. Additional detail on the NASIS surveys regarding use of the survey data or cost of purchasing items on future surveys can be obtained by contacting the NASIS Study Director at the Bureau of Sociological Research or by sending for a copy of the 1981 NASIS Prospectus.

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Migration In Nebraska

Movers and Stayers

Between 1870 and 1890, thousands of immigrants increased the size of the white population of Nebraska by more than 800 percent. Many of these newcomers were unprepared for the rigors of the Plains, however, and harsh weather, drought, grasshoppers, and other natural disasters reduced the in-flow to a trickle such that by the 1890's Nebraska was already experiencing substantial out-migration. This trend continued for the next 80 years: during each decade between 1890 and 1970, Nebraska lost more people to migration than it gained. Because of relatively high birth rates, however, the population of Nebraska did not actually decline in the decades following 1890 (except during the disasterous decade of the thirties), but has grown much more slowly than the nation as a whole.

A second pattern of migration, also critical in shaping Nebraska's population was the trend toward urban movement. While Nebraska's initial settlement was almost entirely rural, in subsequent decades the rural population declined, both in absolute number and as a proportion of the total population.

Thus, migration has played a critical role in Nebraska's history, a role that is increasingly important in more recent decades. The old rural-urban differences in fertility and mortality have virtually disappeared and migration is by far the major determinant of differential growth of communities. More important perhaps is the fact that migration is always selective, never a random selection of the population. For a variety of reasons communities need to know the kinds of people who are leaving or entering their area: the young or the old? the employed or the unemployed? the well or the poorly educated?

In this report, data from the Nebraska Annual Social Indicators Surveys are used to answer these questions. We are concerned with the extent of migration among Nebraska's population, especially the people who leave the state, but also the direction and amount of movement within the state. In addition to documenting the patterns of migration, we are also interested in the factors that lead to migration and the effects of migration on the community.

Study Design

In 1977 the Nebraska Annual Social Indicators Survey interviewed a random sample of 1867 adults in the state of Nebraska. In 1979, we re-interviewed 1623 or 87 percent of the original sample. The other 13 percent either refused a second interview, were unable to complete the interview (ill, overseas), or died.

Data from these two surveys are used to measure the amount of migration that occurred among a random sample of Nebraskans in the two-year period between 1977 and 1979. The design of the survey enables comparisons between migrants and non-migrants during this time period. By the nature of the data, it is not possible to examine the characteristics of individuals who entered Nebraska during this period, but we give special attention to the 1977 Nebraska residents who subsequently left the state.

The Findings

Level of Migration

In the two years between Spring 1977 and Spring 1979, over one-quarter of the respondents in our survey changed residences. While the bulk of these people merely changed homes within the same county, 4.3 percent of the respondents moved to a different county in Nebraska and 6.7 percent left the state entirely.

TABLE 1. LEVELS OF MIGRATION, NEBRASKA 1977-79
AND THE UNITED STATES, 1975-79.

	Nebraska, 1977-79		United States, 1975-79*	
	Percent	Number	Percent	Number (In 1000's)
Non-mover	73.4%	1190	58.3%	115,598
Movers:				
Within same county	15.5	252	23.2	47,168
Other county in same state	4.3	71	9.0	18,220
Other state	6.7	107	9.6	19,451
Total	99.9	1620	100.1	203,437

*U.S. Bureau of Census, Current Population Report, Series P-20, No. 350, "Population Profile of the U.S., 1979." GPO:WDC, May 1980.

These figures can best be put in perspective by comparing them to national or regional data for a comparable period of time. The data for an exact comparison are not available, but Table 1 includes the best approximation available: nationwide data on movement in the four-year period between 1975-79. While the longer period naturally shows a larger proportion having changed residences, the destination of movers is comparable. In the national sample, 23 percent of the movers changed to a different state; in the Nebraska sample, 25 percent left the state.

This suggests that the rate of leaving Nebraska is close to the national average--not the major exodus of previous decades. In fact, the last Census data for Nebraska, 1970-77, showed that there were slightly more people moving into Nebraska than moving out of it in the seventies.*

Who Stays and Who Moves?

To a large extent, who moves is as important as how many move. The 1977 baseline survey gives detailed information about both movers and stayers in 1977 and can be used to show which characteristics best predict moving.

A chief characteristic of movers rather than stayers is their age: the older one is, the less likely one is to move. While only 46 percent of the under-30 respondents lived in the same residence over this two-year period, 92 percent of the over-50 people stayed (see Table 2). Note, however, that the destinations of movers are not all that different for these three age groups. The older group is most likely to remain within the same county, but is almost as likely to leave the state as the very youngest group. The middle-aged group, those most likely to be affected by career considerations, are much more likely to leave the state than the younger or older groups.

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*U.S. Statistical Abstract, 1979, Table 12, "Components of Population Change--States, 1960-70, 1970-77." GPO:WDC.

TABLE 2. MOVING STATUS BY AGE.

TOTAL			MOVERS BY DESTINATION			
Age	Number	Percent Non-movers	Percent Within County	Percent Other Nebraska	Percent Out-of-State	Total
18-30	507	46	59	19	22	100%
31-50	506	76	53	13	34	100%
51 +	607	92	71	10	18	100%

This association between age and migration is a natural accompaniment to life cycle changes: moving away from home, buying a first house, moving with one's job, getting a bigger or smaller house as one's family demands change. These processes converge to make age probably the best single predictor of movement--locally, nationally, or even internationally. In order to examine the other characteristics of migrants independent of the age factor, the other tables in this report statistically control for the respondent's age.

In the next table we describe the relationship between three kinds of factors on the probability of moving: community and neighborhood characteristics, respondents' relationship to the community, and respondents' own characteristics. This analysis demonstrates again that movers are far from a random selection of the population.

The first set of factors in Table 3 indicates that community size and neighborhood do have an effect on likelihood of moving. The relationship between community size and moving is not a simple one: while farm populations are, as expected, the least likely to move, residents of very small rather than big cities are most apt to move. In terms of neighborhoods, there is a strong relationship between moving and neighborhood upkeep: people in run down neighborhoods are twice as likely to have moved as people who live in well kept up areas.

In terms of the respondents' relationship with community, there are strong associations between ties with the community and moving. People who have lived in the community less than 5 years, who have few or no friends and relatives in the community, and who rent their homes are much more likely to move. Independent of age, people who have purchased a home or who have lived in a community for a long time are likely to have stayed, not only in the same community, but in the same house.

TABLE 3. CHARACTERISTICS OF MOVERS AND STAYERS, NEBRASKA 1977-79, CONTROLLING FOR AGE OF RESPONDENT.

	1977-1979		
	Stayers	Movers	Number
TOTAL	73	27	1620
COMMUNITY/NEIGHBORHOOD CHARACTERISTICS, 1977			
Kind of Community:			
Rural farm	83	17	246
Rural nonfarm	74	26	321
City less than 50,000	68	32	493
Lincoln	70	30	168
Omaha	73	27	392
Condition of Neighborhood:			
Very well kept up	77	23	842
Fairly well kept up	72	28	682
Not well kept up	58	42	82
RESPONDENT'S RELATIONSHIP WITH THE COMMUNITY, 1977			
Length of Residence in Community:			
0-5 years	60	40	385
6-15 years	75	25	286
16 + years	78	22	949
Number of Friends and Relatives in Community:			
0	67	33	163
1-3	72	28	347
4-6	71	29	363
7 or more	76	24	747
Home Ownership:			
Own or buying	81	19	1187
Rent	51	49	419

TABLE 3. CHARACTERISTICS OF MOVERS AND STAYERS, NEBRASKA 1977-79, CONTROLLING FOR AGE OF RESPONDENT.
(continued)

	Stayers	Movers	Number
CHARACTERISTICS OF RESPONDENT			
Liking of Neighborhood:			
Very much	78	22	1141
Somewhat	64	36	382
Not much	53	47	89
Evaluation of Neighbors:			
Very good	79	21	912
Fairly good	70	30	519
Not good	57	43	142
Satisfaction with Home:			
Very satisfied	77	23	788
Satisfied	71	29	656
Not satisfied	62	38	167
Family Income:			
Less than $10,000	64	36	463
$10,000-19,999	74	26	569
$20,000 or more	80	20	312
Respondent's Education:			
11 years or less	64	36	336
12 years	78	22	626
13-15 years	74	26	398
16 + years	72	28	260
Family Type:			
Husband-wife, kids	83	17	722
Husband-wife only	70	30	441
Other	61	39	457

The respondent's own background and subjective evaluations of home and neighborhood also have a substantial impact on who moves and who stays. The information in Table 3 shows that people who don't like their homes, their neighborhood, or their neighbors are (not surprisingly!) much more apt to have moved than those who are positive about their situation. In terms of background factors, we see that in spite of the high cost of moving, the poorest and least educated segment of our sample were the most likely to have moved in this period. This is probably due to an association of low income and education with many of the other factors we have covered: renting rather than owning a home, less satisfaction with one's home, less well-kept neighborhoods. Families with children are, as expected, the most stable part of the community, followed by married couples without children. Unmarried people and people who live alone, or with non-relatives are the most apt to move.

Destination of Movers

Data in Table 3 indicate that individuals from small towns, who have weak ties to their communities, dislike their neighbors and their neighborhood, are not economically well off and are unmarried or childless are more likely to migrate. As these types of people move, what is the destination of their migration? Do they move across town, to Omaha, or even to California? Table 4 presents the destinations of movers by those characteristics found earlier to be associated with moving.

TABLE 4. DESTINATION OF PEOPLE MOVING BETWEEN 1977 and 1979, BY SELECTED CHARACTERISTICS, CONTROLLING FOR AGE OF RESPONDENT.

	Another House, Same County	Another County In Nebraska	Another State	Number
TOTAL	59%	16%	25%	437
COMMUNITY/NEIGHBORHOOD CHARACTERISTICS, 1977				
Kind of Community:				
Rural farm	53	29	18	42
Rural nonfarm	56	26	18	83
City less than 50,000	56	17	27	158
Lincoln	61	9	30	50
Omaha	68	11	21	106
Condition of Neighborhood:				
Very well kept up	56	16	28	194
Fairly well kept up	61	19	19	191
Not well kept up	56	15	29	34
RESPONDENT'S RELATIONSHIP WITH THE COMMUNITY, 1977				
Length of Residence in Community:				
0-5 years	42	22	36	154
6-15 years	65	12	23	72
16 + years	70	17	13	209
Number of Friends and Relatives in Community:				
0	53	13	34	54
1-3	52	22	26	97
4-6	55	16	29	105
7 or more	68	16	16	179
Home Ownership:				
Own or buying	57	19	24	225
Rent	64	14	22	205

TABLE 4. DESTINATION OF PEOPLE MOVING BETWEEN 1977 and 1979, BY SELECTED CHARACTERISTICS CONTROLLING FOR AGE OF RESPONDENT. (continued)

	Another House, Same County	Another County In Nebraska	Another State	Number
CHARACTERISTICS OF RESPONDENT				
Liking of Neighborhood:				
Very much	61	17	22	251
Somewhat	57	17	26	138
Not much	70	6	24	42
Evaluation of Neighbors:				
Very good	56	17	26	192
Fairly good	64	15	21	156
Not good	65	15	19	61
Satisfaction with Home:				
Very satisfied	64	12	24	181
Satisfied	62	16	22	190
Not satisfied	48	28	24	63
Family Income:				
Less than $10,000	45	30	25	167
$10,000-$19,999	57	28	14	148
$20,000 or more	44	33	22	62
Respondent's Education:				
0-11 years	60	18	22	121
12 years	59	18	23	138
13-15 years	61	18	21	103
16 + years	50	16	34	73
Family Type:				
Husband-wife, kids	53	12	35	123
Husband-wife only	59	24	18	132
Other	60	18	22	178

Nearly 60 percent of our sample made very conservative moves, merely changing residences within the same county. While this could mean a move of a few blocks or one of 50 miles, it is likely to mean little disruption in employment or networks of friends and relatives. The data here suggest that once determined to uproot these ties, more people left the state entirely than who moved to a different county in Nebraska. This same pattern, though less obvious, is present in the national data in Table 1.

In general the background characteristics that predicted moving verses staying are not so effective in predicting destination of the move. Urban residents turn out to be the most conservative movers and rural people the least. On the other hand, once having left their original county, rural movers are more likely to stay within the state than are the more adventurous urban dwellers. Lincoln has an exceptional level of out-of-state migration, probably a result of the high proportion of college-educated professionals employed there. In general, few people move from Lincoln or Omaha to other locations in Nebraska. When people in these large cities move beyond their county line, 3 out of 4 leave the state entirely.

Length of residence and number of friends and relatives in the community are strongly associated with the more conservative type of move. Not only are long-term residents and people with large networks least apt to change residences, they are also more likely, if they do move, to stay within the same community. Conversely, newcomers to the community are much more apt to leave the state if they do decide to move. Home ownership, on the other hand, seems to have relatively little impact on where people decide to move.

In terms of characteristics of respondents, these factors again have less impact on destination of move than on the decision to move. The impact of dissatisfaction with home and neighborhood is particularly unclear: those who dislike their neighborhoods are most likely to stay in their own county, but those who dislike their home are the least likely to stay! None of these characteristics seems to differentiate between out-of-state and in-state migrants. While income also has an uncertain effect on destination, respondent's education has a clear impact: college graduates are significantly more likely than any other educational category to leave the state.

Likewise, married couples with children are significantly more apt to leave the state than other kinds of family types. As noted earlier, these people are among the least likely to move in the first place and are perhaps, like homeowners, less likely to uproot themselves and their children to get another bedroom or a bigger yard. Once they decide to move, however, they are more likely to move out-of-state, most often as a result of job transfer and improved occupational opportunities.

People Who Left the State

This analysis suggests that local movers cannot be distinguished from long-distance movers as easily as the general category of movers can be distinguished from the stayers. Nevertheless it is clear that those most apt to leave the state are college graduates, from big cities, married with children, and poorly integrated into their communities. In fact, a large number of these people are just moving on rather than uprooting themselves: 58 percent of those leaving the state had lived in their community less than five years and many were just making a short, and temporary, stay in Nebraska. Consequently, few intend to return: only 6 percent said they would definitely come back while 60 percent said it was unlikely or absolutely certain that they would never return to Nebraska.

Rural-Urban Migration

Much has been made in recent years of the so-called rural renaissance--that large proportions of the population prefer small-town living and that rural areas are growing faster than urban. The evidence for this trend is decidedly mixed. While many people do say they prefer small-town living, there is no convincing demonstration of an exodus to small towns--especially in Nebraska.

TABLE 5. GROWTH OF METROPOLITAN AND NON-METROPOLITAN COUNTIES IN NEBRASKA, 1960-69 AND 1970-77.*

	1960-69	1970-77
TOTAL	5.1%	4.7%
Metropolitan counties	17.4	8.8
Non-metropolitan counties	-2.4	1.6

*U.S. Statistical Abstract, 1979, Table 12, "Components of Population Change--States, 1960-70, 1970-77." GPO:WDC.

What the data show in Nebraska is most accurately described as the end of an 80-year drain from rural counties. The most recent census data show that Nebraska's "metropolitan" counties (Dakota, Douglas, Lancaster, Sarpy) are still growing much more rapidly than non-metropolitan counties, but that the gap is narrowing. For the first time in decades, nonmetropolitan Nebraska is experiencing slight growth. While these data in Table 5 hardly herald a renaissance, they may signal a stabilization.

Data from this survey show no tendency for a return to the countryside. Using more sensitive measures of community size than the metro/nonmetro county distinction, Nebraska data show that few respondents who moved to a different county between 1977 and 1979 also moved to a smaller community. In fact, both in-state and out-of-state migrants were more than twice as likely to move to a larger than a smaller community (see Table 6). People who moved within their own county generally stayed in the same community (90 percent), with the balance distributed among those moving to larger and smaller communities.

TABLE 6. DISTRIBUTION OF DESTINATION BY SIZE OF PLACE OF ORIGIN, ALL OUT-OF-COUNTY MOVERS, 1977-79.

Size Of Place, 1977	Size Of Place, 1979			
	Rural	City Less Than 50,000	50,000 - 300,000	Larger Than 300,000
Rural	23	10	5	11
City Less Than 50,000	15	15	4	38
50,000 - 300,000	4	3	0	13
Larger Than 300,000	3	9	5	20

45% Larger

33% No Change

22% Smaller

Conclusion

Migration continues to be a potent force in shaping Nebraska's communities. The rural-to-urban migration pattern of the last century continues to operate within the state, though to a lesser degree than earlier. There is no evidence here of any return to the countryside or small-town living, rather the opposite trend is apparent in these data.

It is important to note that the data do not cover newcomers to the state during this period. However, if few people from Lincoln or Omaha moved out to Sidney or Hastings, there is less reason to expect people from Denver or Topeka to move to small-town Nebraska. All of the current data on migration in Nebraska suggest slow growth in the state as a whole with a stabilization of out-migration rates from rural areas and small communities and continued growth of the 4 or 5 larger cities in the state.

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NASIS

NEBRASKANS AND THEIR UNIVERSITY

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NEBRASKA ANNUAL SOCIAL INDICATORS SURVEY

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NASIS-80 #6

NEBRASKANS AND THEIR UNIVERSITY

David Brinkerhoff
Department of Sociology

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Department of Sociology

Price: .75

The Nebraska Annual Social Indicators Survey

Lynn K. White - 1980 Study Director

The findings in this report are based on data collected in the fourth Nebraska Annual Social Indicators Survey (NASIS). This survey is part of an on-going study of the quality of life in Nebraska conducted by the Bureau of Sociological Research at the University of Nebraska-Lincoln.

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The interview averaged approximately 45 minutes and included questions about environment, health, crime, political attitudes, occupation, education, family life, and other matters reflecting the quality of life experienced in the state. For the entire sample, the chances are 95 in 100 that the true value for the population lies within a range equal to the reported survey percentage plus or minus 2.3 percent. This is an estimate of maximum error and for most items the percentages are likely to be even more accurate.

The data gathered by NASIS are used by a wide variety of State and local government agencies for policy and program planning and by faculty and students at the University of Nebraska and other colleges for research. No information identifying any respondent is released to any user and the strict confidentiality of individual respondents is rigidly enforced. While the final responsibility for the organization and structure of the survey and for reports produced under its name rests with the Bureau of Sociological Research, public agencies and University departments play an integral part in planning the survey through an Advisory Committee. Public organizations interested in membership on the Advisory Committee should contact the NASIS Study Director.

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NEBRASKANS AND THEIR UNIVERSITY

Recent trends in higher education, both for Nebraska and the nation as a whole, indicate that during the 1980 decade institutions of higher education will be faced with significant problems: the end of enrollment growth, economic retrenchment, program cuts, and underemployment of new college graduates loom heavily on the horizon. For most institutions, the "golden era" of higher education, as experienced during the past twenty-five years, seems to be over.

To a large extent, these problems result from demographic shifts in the age structure of the population, especially the "birth dearth" of the 1960's, and the changing mix of students now attending college. While total enrollments have not yet declined, this is due to the increased participation of both traditional and non-traditional college-age students. In particular, there have been remarkable increases throughout the 1970's in female, older and minority student enrollments.

These conditions prompt forecasters to view the 1980's as a period of enrollment stability or decline. This period is also viewed as one in which there will be fewer "traditional" students and ever-increasing numbers of non-traditional learners. These changes will require institutions to adapt their programs and curriculums to a more diverse population than previously served. Perhaps the greatest challenge of the 1980 decade for administrators, legislators and institutions of higher education will be to delete or curtail some programs while simultaneously implementing new programs and services required by non-traditional students. All of this, of course, must occur in a context where the funding for higher education is competing for limited resources.

While some of these problems, like curricula adjustment, will have to be made within the institutions themselves, the problem of funding is a more general one--one which requires the judgements of taxpayers, legislators, and government officials.

Consequently, the intent of this report is to assess through survey research (1) the extent to which current services and programs provided by the University of Nebraska affect citizens of the state and (2) the degree of public support for these services. While the information reported here cannot be used directly to answer the difficult problems related to financial decision making, the data provide a baseline and a perspective which should be useful to University administrators, legislators and vested interest groups as they consider the formation of policy and funding for higher education throughout the next decade. To our knowledge, a statewide assessment of University services has never been ascertained for the University nor has the value of these services to citizens been estimated. Consequently, the data reported below can best be viewed as input from citizens which reflect demand for University services.

The Survey

The data in this report come from the Nebraska Annual Social Indicators Survey (NASIS)-1980, a random probability sample of the adult population of the state. In the Spring of 1980, 1916 persons were interviewed by telephone. A detailed report of this sample, its characteristics, sampling bias, and the methodology employed in conducting the survey can be found in NASIS-80, #1. The analysis of the sample indicates it is both a valid and reliable survey of the adult population of the state. This report on higher education is based on the responses of the 923 respondents in the survey who were randomly selected to be queried about the University.

Findings

Use of University Services

Table 1 presents the percent of persons who have utilized University services related to education, research, cultural and athletic events and medicine. These data indicate that a significant proportion of the state's population has used these services in the past. Over one-half of the statewide sample have benefited from attending an athletic event, obtaining advice from an extension agent or participating in a cultural program. An additional one-third have participated in academic programs offered through the University and fifteen percent have utilized medical services.

More interestingly, only seventeen percent report never using any of these services and over sixty-five percent report using two or more services. Of the eighty-three percent using these services, the average number of different services used is three. Obviously, the majority of citizens participate in University-sponsored functions and activities, many of which are not directly related to pursuing a degree.

While the data in Table 1 give an overall view of services used by Nebraskans, there are important differences in the extent to which these services are used by specific categories of the population. Table 2 presents data which show the services used by background characteristics of the sample such as region of the state, family income, educational achievement, and age of respondent. These differences and their implications are summarized below.

Region of the State. Although the University is located in the Southeastern Region, Table 2 indicates that people in Western Nebraska benefit considerably from the University. In fact, in the Panhandle and Southwest Regions, the use of extension services are among the highest in the state (60 and 70 percent respectively), and fairly substantial use is reported for academic, athletic and cultural events as well. An additional ten percent have used the medical services of the University. Given the considerable distances of these regions from the University, these observations are both refreshing and impressive. Although the University is located in the Southeast, it must be concluded that the University successfully extends its programs to all parts of the State.

Family Income and Educational Achievement. With the exception of medical services, there is a direct relationship between both family income and educational achievement with University services. That is, the higher the family income and individual educational achievement, the greater the participation in cultural and athletic events and academic related programs. In fact, of those graduating from college, over 75 percent report participation in these functions. Medical services, on the other hand, are used most frequently by low income families (21 percent), although high income families and high educational achievers also report substantial use. While medical services depart from the pattern, it can generally be concluded that overall there is a disproportionate use of University services by persons of higher socio-economic status.

Age. With the exception of medical services received, there are no clear relationships between age of respondent and participation in University services. While only 6 percent of those sixty and over have received medical care, 19 percent of those under age sixty received medical care from the University, with the largest category of users coming from the 18-34 age group (21 percent).

There is also a relationshp between age of respondent and attending classes at the University. This relationship, however, is confounded by the fact that the question asks, "have you or your children attended the University or taken classes?" Thus, the older a respondent, the more likely someone in the respondents family has attended the University.

Apart from medical services, then, it can generally be concluded that utilization of University services does not vary by age.

State Tax Support for Higher Education

Recent years have witnessed substantial changes in state and federal financing of higher education, changes which signal a shift in the priority of funding for higher education. These changes also reflect differences in state and federal obligations to fund higher education. For example, the expenditure of funds by institutions of higher education, by source of funds, shows that the federal government accounted for approximately 19 percent in 1967-68 but only 15 percent in 1977-78. During this same time, expenditures from state sources increased from 24 to 30 percent.[1] Obviously, within recent years public institutions of higher education have become more dependent on state sources of funding.

In comparison to other states, the State of Nebraska is somewhat above average in its commitment to funding higher education (including community colleges and state colleges as well as the University). In fiscal year 1981, the State of Nebraska ranked 20th in per capita expenditures on higher education and 22nd in dollars expended on higher education per $1000 of personal income. These rankings, however, represent a substantial decline over the last four years. Just four years ago, in 1977, the State of Nebraska ranked 11th in terms of per capita expenditures for higher education and between 1977 and 1981 expenditures per $1000 in personal income fell from $13.00 to $12.~~61~~16.[2]

These trends have caused a growing concern on the part of many regarding the priority of spending for higher education in the state. For these reasons, NASIS-80 respondents were asked whether they thought the University received too much, too little, or just about the right amount of state tax dollars. The results of this question are presented in Table 3 along with comparisons for selected background characteristics.

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[1] The Condition of Education, 1978. National Center for Education Statistics, pp. 212-3.

[2] These figures come from M. M. Chambers, State Tax Funds for Operating Expenses in Higher Education, published by the National Association of State Universities and Land Grant Colleges.

While the vast majority of respondents felt that spending for the University was about right, 29 percent didn't know. Furthermore, 13 percent thought the University received too little whereas only 5 percent felt the University received too much. While these differences are not substantial the overall consensus is that the University should receive as much or more than it currently does. Those persons who thought the University receives too little tend to be those who participate more in University programs, come from the Panhandle or Omaha Regions, are more highly educated, and are younger in age. On the other hand, those persons who feel the University receives too much are characterized by moderately low incomes ($7,500 - $14,999), older ages, and less education. The magnitude of these differentials, however, is not great.

Summary

The data from this survey show that substantial numbers of the people of the state benefit from the University through programs and activities sponsored by the University. While some differences are noted, it appears that every region of the state is served and that some western Nebraskans experience more involvement than do those closer to the campus. Some of this, of course, is due to the outreach programs developed through agricultural extension, but significant proportions also benefit from athletic and cultural events, lectures and classes, and medical care. Those with higher educations and family incomes tend to participate more in University-sponsored activities.

Further, the vast majority of people feel that the University is receiving the right amount or too few state funds. Only a very small minority (5 percent) felt the University is receiving too many state tax dollars. No doubt part of the reason for the strong support from the citizens of the State stems from the fact most Nebraskans use the University's many services. As the University broadens its programs and services in the coming years, popular support for the institution should become more widespread. Whether such widespread support should be translated into increased allocations of tax dollars, in the face of increased competition for state revenues, is a matter to be decided by state-level policy makers.

TABLE 1. PERCENT WHO HAVE TAKEN PART IN UNIVERSITY PROGRAMS BY TYPE OF PROGRAM AND EXTENT OF USE.

	Percent who have:
1. Attended an athletic event.	57%
2. Had contact with an extension agent (e.g. reading of newspaper columns, viewing programs on television, visiting with an extension agent).	54
3. Attended a cultural event or visited a museum or gallery.	51
4. Taken classes at the University (Self or children).	34
5. Attended a lecture or program given by a professor or staff member.	29
6. Received medical care from the University.	15

	Percent who have used:
1. No services	17
2. One service	18
3. Two services	18
4. Three services	19
5. Four services	12
6. Five services	11
7. Six services	5
Total	100%

TABLE 2. PERCENT OF PEOPLE FROM DIFFERENT BACKGROUNDS WHO USE UNIVERSITY SERVICES (N=923).

	SERVICE						
BACKGROUND CHARACTERISTICS	Cultural Event, Museum or Gallery	Self or Child Attended Classes	Attend Athletic Events	Lecture or Program	Medical Care	Extension Agent	Total
Region of State:							
Panhandle	34	24	39	31	8	60	62
Southwest	42	39	62	38	12	71	95
South Central	47	31	63	27	7	53	111
North Central	47	18	49	21	9	56	113
Omaha Area	50	39	56	31	22	42	311
Southeast	65	39	63	26	17	62	232
Family Income:							
Less than $7,500	39	26	39	18	21	42	208
$7,500 - $14,999	52	29	51	24	10	53	224
$15,000 - $24,999	58	36	65	31	14	59	265
$25,000 or more	59	49	78	48	20	65	171
Highest Educational Achievement:							
Did not complete high school	22	15	29	7	12	40	189
High school diploma	54	31	60	27	14	56	551
Completed junior college	55	43	73	29	9	42	44
Bachelor's degree	74	65	78	60	24	68	101
Post graduate degree	90	76	82	87	37	79	38
Age:							
18-34	55	24	54	26	21	45	351
35-59	55	39	65	34	17	63	320
60 and over	40	42	51	24	6	56	249

TABLE 3. THE UNIVERSITY IS PARTLY SUPPORTED BY STATE TAX DOLLARS. DO YOU THINK THE UNIVERSITY RECEIVES TOO MUCH, TOO LITTLE, OR JUST ABOUT THE RIGHT AMOUNT?

PERCENT SELECTING EACH CATEGORY

	Too much	Too Little	About Right	N
Overall Use:[1]	5	13	53	923
Took part in no programs	12	12	76	87
One to three	8	15	77	367
Four or more	4	28	68	204
Region:				
Panhandle	0	21	79	42
Southwest	4	16	80	68
South Central	13	16	71	83
North Central	8	13	79	78
Omaha Region	5	23	71	220
Southeast	8	17	75	167
Family Income:				
Less than $7,500	6	21	73	125
$7,500 - $14,999	10	15	75	164
$15,000 - $24,999	5	18	77	208
$25,000 or more	5	23	72	130
Highest Educational Achievement:				
Did not complete high school	8	16	76	109
High school diploma	7	15	78	403
Completed junior college	11	18	71	28
Bachelor's degree	6	31	63	84
Post graduate degree	0	44	56	34
Age:				
18-34	6	22	72	280
35-59	6	17	77	235
60 and over	11	16	73	142

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[1] Twenty-nine percent of the respondents either had no opinion or did not know whether the amount received by the University was too much, too little, or just about right.

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5.	Migration in Nebraska: Movers and Stayers 1977-79. Lynn K. White. Price: $ .75.

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NASIS

NEBRASKANS AND EDUCATIONAL PLURALISM

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NEBRASKA ANNUAL SOCIAL INDICATORS SURVEY

Bureau of Sociological Research
Department of Sociology
University of Nebraska–Lincoln
Lincoln, Nebraska 68588
Telephone: (402) 472-3672

NASIS-80 #7

NEBRASKANS AND EDUCATIONAL PLURALISM

Helen Moore
Department of Sociology

Price: $1.00

The Nebraska Annual Social Indicators Survey

Lynn K. White - 1980 Study Director

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NEBRASKANS AND EDUCATIONAL PLURALISM

Over seventy years ago, John Dewey and other reformers envisioned an American educational democracy which would respond to the waves of immigrants arriving on eastern and western shores. The public school system was to create a "democratic dialogue of communities" focused on the "improvement of society."* Policy makers of the time were as committed then to the public school system as a solution to the "problem" of ethnic and racial diversity as they are today.

Dewey's vision of a plurality of cultural and ethnic communities within one school system was challenged by other educational programs. Educational historian Elwood P. Cubberly argued that "popular education has everywhere been made more difficult by (ethnic minority) presence... and our national life has been afflicted with a serious case of racial indigestion." He, like other public officials, encouraged strict conformity to Anglo-Saxon traditions of education, culture, law, government and morality.* A more moderate alternative suggested was the popularized philosophy of the school as a "melting pot." Here the ethnic problem was interpreted as fusing "...these elements into one common nationality, having one language, one political practice and one ideal of social development."*

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* Quoted in Seymour W. Itzkoff Cultural Pluralism and American Education. Pennsylvania: International Textbook Company. 1970.

Education plays a critical role in determining the status of racial and ethnic minorities in Nebraska, a role that has become increasingly important in recent decades. Issues of desegregation and multi-cultural curriculum are contemporary reflections of the racial and ethnic diversity that continues in the state of Nebraska. As Nebraskans turn to their educational system as a part of the solution to this diversity, it is important to know the attitudes of people toward educational pluralism: do they favor educational diversity in curriculum? Should students with different skill levels attend the same classes? What is the extent of attention that should be paid to ethnic and racial issues? What support exists for current policies to desegregate large urban educational systems as a solution to equal educational opportunity?

The 1980 Nebraska Annual Social Indicators Survey provided an opportunity to receive answers to some questions about these educational attitudes among Nebraskans. We are specifically concerned with attitudes toward educational pluralism and the relationship of these to racial desegregation. Additionally, we describe some factors (race, ethnicity, educational degree, age and residence) which are associated with attitudes toward pluralism and desegregation.

MEASUREMENT

The Nebraska Annual Social Indicators Survey provides information on the attitudes and backgrounds of a representative sample of 1,916 adults living within the state. Attitudes toward educational pluralism in the schools were obtained through a series of four questions. Respondents indicated whether they agreed or disagreed with each of the following statements: 1) classroom rules should take into account the cultural background of the child; 2) children learn best when bright students are mixed with the less advanced; 3) classroom discussion of racial problems is unsuitable for elementary school students and 4) the school curriculum needs major revisions if it is to meet the needs of minority students.

FINDINGS

Support for Educational Pluralism

The distribution of responses to the educational pluralism items is displayed in Table 1.1. A single scale was created by assigning a score of "1" to each response in agreement with statements 1, 2 and 4 and for disagreement with statement 3. Scores on the educational pluralism scale ranged from 0 to 4 with a high score indicating agreement with pluralism in the schooling processes.

TABLE 1.1

DISTRIBUTION OF RESPONSES TO EDUCATIONAL PLURALISM QUESTIONS

	% Agree	% Disagree	% Don't Know	Total N
Classroom rules should take into account the cultural background of the child.	63.1	26.6	10.3	1909
Children learn best when bright students are mixed with less advanced.	52.1	36.8	11.1	1908
Classroom discussion of racial problems is unsuitable for elementary school students.	24.8	64.0	11.2	1907
The school curriculum needs major revisions if it is to meet the needs of minority students.	45.6	33.0	21.4	1904

TABLE 1.2

DISTRUBUTION OF EDUCATIONAL PLURALISM SCALE SCORES

Number of responses in Agreement with Educational Pluralism	%	N
0	7.2	138
1	17.8	341
2	30.5	585
3	30.7	589
4	13.0	250

An indicator of support for school desegregation was also collected. Respondents were asked to indicate whether they agreed or disagreed with the following statement: programs to improve minority and low income neighborhood schools would be better than integrating schools to provide equal educational opportunity. In addition, we obtained background information about the individual respondents. The relationship between educational level, age and rural/urban residence to attitudes about cultural pluralism and school desegregation was examined.

Educational Pluralism and Desegregation

For the total sample of Nebraskans, we found that greater than 74 percent agreed with two or more of the items on the educational pluralism scale, showing strong support for educational attention to cultural and skill differences within the classroom. An additional 17.8 percent showed agreement with at least one item, while only 7.2 percent disagreed with all of the pluralism indicators. In general, Nebraskans support a model of educational democracy similar to that envisioned by Dewey.

Data from the survey also show that Nebraskans strongly prefer the strengthening of neighborhood schools as a program for educational equality for minority students. Sixty-seven percent of respondents agreed that improving low income and minority schools would be better than integrating schools to achieve equal educational opportunity.

TABLE 1.3

DISTRIBUTION OF RESPONSES TO NEIGHBORHOOD SCHOOL PREFERENCE QUESTION

	% Agree	% Disagree	% Don't Know	Total N
Programs to improve minority and low income neighborhood schools would be better than integrating schools to provide equal educational opportunity.	67.2	18.6	13.5	1902

Thus, the evidence for support of Dewey's cultural and academic democracy is decidedly mixed. While many people do support ethnic diversity in school curriculum and a mixing of students with diverse skills there is no significant support for desegregating schools to achieve equal educational opportunity. The data indicate that desegregation and educational pluralism are two separate educational policy issues to Nebraskans.

Effects of Race/Ethnicity

Nebraska's minority ethnic and racial population represents less than 4 percent of the state population. In Table 2.1, we describe the relationship between race/ethnicity and support for educational pluralism. As expected, it is among Hispanic and Black respondents that support for pluralism is strongest. White/Caucasian respondents had lower average scores than either Hispanics or Blacks. In spite of the small number of minority students, particularly Hispanics, statistical tests indicate that the differences shown in Table 2.1 are reliable, that is, reflect true differences between these groups in their support of cultural pluralism.

TABLE 2.1

EDUCATIONAL PLURALISM BY RACE/ETHNICITY

Race/Ethnicity	Average Pluralism Score	Total N
White/Caucasian	2.25	1781
Hispanic/Chicano	2.47	15
Black	2.79	52

TABLE 2.2

PREFERENCE FOR NEIGHBORHOOD SCHOOLS BY RACE/ETHNICITY

Race/Ethnicity	% Prefer Neighborhood Schools	% Prefer Integration	% Don't Know	Total N
White/Caucasian	68.5	18.3	12.9	1780
Hispanic/Chicano	86.7	6.7	6.7	15
Black	49.1	40.4	10.5	57

Interestingly, the two minority groups have very different attitudes toward neighborhood schools as opposed to desegregation (See Table 2.2).

While White/Caucasians show a strong support of neighborhood schools (68.5 percent), Hispanic/Chicanos show even greater preference for neighborhood schools (86.7 percent). A slight majority of Blacks who responded also preferred neighborhood schools, but a significant percentage (40.4 percent) support integration when compared to both Hispanics and Whites.

This association between race/ethnicity and support of neighborhood schools may not be as confusing as suggested at first glance. Desegregation programs in areas with large Hispanic populations have been perceived by Spanish-speaking populations as a threat to the bi-lingual, bi-cultural community centers which often operate through the neighborhood schools. Hispanic students who are reassigned to desegregated schools may not have access to the culturally pluralistic curricula available in their own neighborhood schools. In general, the Hispanic population reflects the perception among many Nebraskans that cultural pluralism and desegregation processes are not synonymous.

Effects of Education

A chief determinant of educational attitudes is the respondent's own educational level: the higher the educational level, the more liberal the attitudes toward educational issues. An explicit goal of many liberal arts educational institutions is the cultivation within students of "...a pluralistic outlook by helping them to acquire a knowledge of national and ethnic minorities other than their own."* General evidence that education is related to cultural pluralism attitudes can be seen in Table 3.1. Respondents holding bachelor's and master's degrees show the highest support of cultural pluralism. Interestingly, the lowest average scores are found among junior college degree holders and those respondents with less than a high school degree. Note, however, that the attitudes of high school graduates are not all that different from these groups.

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*"Nature and objectives of liberal education," University of Nebraska, Lincoln. Approved by the faculty, April 26, 1979.

TABLE 3.1

EDUCATIONAL PLURALISM SCORES BY EDUCATIONAL DEGREE

Degree Completed	Average Educational Pluralism Score	Total N
Less than high school	1.90	402
High school	2.28	1123
Junior college	2.17	87
Bachelor's degree	2.65	207
Master's degree	2.60	82

TABLE 3.2

PREFERENCE FOR NEIGHBORHOOD SCHOOLS BY EDUCATIONAL DEGREE

Degree Completed	% Prefer Neighborhood Schools	% Prefer Integration	% Don't Know	Total N
Less than high school	60.9	10.8	27.3	403
High school	70.6	19.3	9.4	1126
Junior college	75.0	6.8	15.9	87
Bachelor's degree	62.8	28.5	8.7	207
Master's degree	56.1	35.4	8.5	82

Support for the integration of schools also is found to vary by educational level among Nebraskans. Fewer than 11 percent of the respondents with less than a high school degree or a junior college degree believe that integration is the preferable way to achieve equal educational opportunities for minorities. It should be noted that these two groups also had sizeable percentages of respondents who did not know whether they preferred integration or neighborhood schools. In contrast, approximately one-third of those with a bachelor's or master's degree preferred integration as the better model for achieving equal educational opportunities.

Effects of Age

Respondent age is significantly related to both pluralism attitudes and preference for neighborhood schools. Respondents in the 41 to 96 year age groups had average educational pluralism scale scores that were substantially lower than other age groups. In addition, support for integrating schools was lowest in those age groups above 40.

TABLE 4.1

EDUCATIONAL PLURALISM SCORES BY AGE

Age Category	Average Educational Pluralism Score	Total N
17 thru 25	2.65	327
26 thru 40	2.45	582
41 thru 55	2.17	382
56 thru 75	1.98	455
76 thru 96	1.61	152

TABLE 4.2

PREFERENCE FOR NEIGHBORHOOD SCHOOLS BY AGE

Age Category	% Prefer Neighborhood Schools	% Prefer Integration	% Don't Know	Total N
17 thru 25	67.3	28.1	4.6	327
26 thru 40	69.6	24.1	6.3	582
41 thru 55	73.2	16.8	10.0	381
56 thru 75	67.9	9.9	22.2	455
76 thru 96	47.4	9.9	42.7	152

These three highest age groups formed a homogeneous set of responses distinct from the 17 through 40 age groups. In general, respondents below the age of 40 are more likely to indicate a preference for one program over the other, and they are more likely to support integration than those in the above-40 categories.

Effects of Residence

The average educational pluralism score of Lincoln respondents is significantly higher than the scores of other Nebraskans, both rural and urban. The desegregation program enacted in the Omaha public schools has generated a state-wide interest in these issues.

TABLE 5.1

EDUCATIONAL PLURALISM SCORES BY RESIDENCE

Residence	Average Educational Pluralism Score	Total N
Rural-farm	2.26	246
Rural-non-farm	2.27	146
Urban (excluding Lincoln, Omaha)	2.22	877
Lincoln	2.38	189
Omaha	2.22	445

In general, Nebraskans strongly prefer the improvement of neighborhood schools over the desegregation of students as a policy for equalizing educational opportunities for minorities. Omaha residents showed a lower percentage of approval of desegregation and a significantly higher approval of the neighborhood school than any other population group. Residents of Lincoln and rural non-farm areas show a slightly greater preference for integration than residents of other urban and rural areas.

TABLE 5.2

PREFERENCE FOR NEIGHBORHOOD SCHOOLS BY RESIDENCE

Residence	% Prefer Neighborhood	% Prefer Integration	% Don't Know	Total N
Rural-farm	66.3	18.7	15.0	246
Rural-non-farm	69.9	22.6	7.5	146
Urban (excluding Lincoln, Omaha)	65.0	18.7	16.3	876
Lincoln	61.4	21.7	16.9	189
Omaha	76.0	16.2	7.8	445

It should be noted that the desegregation question does not refer to the process of bussing itself. Only in larger cities would integration mean bussing or the movement of students due to residential segration. In non-metropolitan areas high schools often serve an entire county and thus are "naturally" integrated to the extent that minorities live in and attend schools in those counties.

CONCLUSIONS

In sum, the Nebraska Annual Social Indicators Survey shows strong support of cultural pluralism among Nebraskans, the great majority agreeing that schools should take into account the cultural backgrounds of children in setting rules determining curriculum, should include discussions of race relations and encourage students of varying skills. As expected, these attitudes were strongest among minority racial and ethnic groups, younger respondents, and those with advanced educational degrees. Rural-urban differences were not evident in these attitudes although there is evidence that the Lincoln residents have higher approval of cultural pluralism than other Nebraska urban or rural residents.

It is not surprising that the particular history of desegregation programs in the Omaha schools has set this population of respondents apart from other Nebraskans in their preference for neighborhood schools. The finding that this preference is also shared by Chicano/Hispanic residents of the state, but is not shared by Blacks, is important to note. The specific needs of distinct minority ethnic groups are differentially served, or at least viewed, by integration efforts to improve equal educational opportunities. These data on educational attitudes indicate that Nebraskans hold highly pluralistic attitudes, but are generally unwilling to change the traditional neighborhood school in order to meet the cultural differences of ethnic and racial minority groups.

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NASIS

NEBRASKANS AND STATE WATER POLICY: AN UPDATE

UNL

NEBRASKA ANNUAL SOCIAL INDICATORS SURVEY

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NASIS-80 #8

NEBRASKANS AND STATE WATER POLICY: AN UPDATE

Susan Welch
Department of Political Science

Price: .75

The Nebraska Annual Social Indicators Survey

Lynn K. White - 1980 Study Director

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The sample for NASIS consists of 1916 respondents eighteen years of age or older residing in households in Nebraska. The sample is selected through a process called random digit dialing: within each three-digit prefix in the state, four-digit numbers are selected randomly from all possible four-digit numbers to complete the telephone number. Respondents are further chosen randomly from the adults in the household and interviewed by telephone by experienced, professional interviewers from the offices of the Bureau of Sociological Research. All interviewing was done between February and April of 1980. This procedure produces a high-quality, representative sample of Nebraska adults. Analysis shows the sample to be representative of the state on age, sex, and geographical distribution.

The interview averaged approximately 45 minutes and included questions about environment, health, crime, political attitudes, occupation, education, family life, and other matters reflecting the quality of life experienced in the state. For the entire sample, the chances are 95 in 100 that the true value for the population lies within a range equal to the reported survey percentage plus or minus 2.3 percent. This is an estimate of maximum error and for most items the percentages are likely to be even more accurate.

The data gathered by NASIS are used by a wide variety of State and local government agencies for policy and program planning and by faculty and students at the University of Nebraska and other colleges for research. No information identifying any respondent is released to any user and the strict confidentiality of individual respondents is rigidly enforced. While the final responsibility for the organization and structure of the survey and for reports produced under its name rests with the Bureau of Sociological Research, public agencies and University departments play an integral part in planning the survey through an Advisory Committee. Public organizations interested in membership on the Advisory Committee should contact the NASIS Study Director.

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The NASIS surveys are repeated each year to measure changes in the quality of life in Nebraska. While there is a core of questions which is included every year, each survey has a large component of unique items which address specific topical issues. Plans for future years include reinterviewing the 1977 panel every two years to assess changes in their lives. Additional detail on the NASIS surveys regarding use of the survey data or cost of purchasing items on future surveys can be obtained by contacting the NASIS Study Director at the Bureau of Sociological Research or by sending for a copy of the 1981 NASIS Prospectus.

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NEBRASKANS AND STATE WATER POLICY: AN UPDATE.*

Introduction

Last year in two NASIS reports, we reported some findings about the views of the Nebraska public toward regulation of water in the state. The following report updates and expands those findings. In particular, we will examine the following questions: Has there been any changes in public attitudes toward water regulation? Which kinds of water regulatory activities are given the highest public priority? How much do Nebraskans know about and participate in the activities of Natural Resource Districts? and What does the public think about ownership of groundwater in the state?

The responses to these questions were measured in the 1979 and 1980 Nebraska Annual Social Indicators Survey (NASIS). In each year, a sample of over 1900 randomly selected adult Nebraskans were contacted in a statewide telephone survey. Half were asked about their opinions concerning water policy in Nebraska. The responses below can be considered accurate to within five percent of the true value--the responses that would be given if every adult Nebraskan were queried.

Natural Resource Districts (NRDs)

There are 24 regional Natural Resource Districts in the State of

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*Support for this project was provided in part by the office of Water Research and Technology, U.S. Department of the Interior, under the Public Law 88-379 Program.

Nebraska. Regionally elected representatives to the NRDs have authority from the state legislature to do some kinds of regulation of water. Yet, despite the fact that the NRDs have been in existence since 1972, that in some areas of the state they have held public hearings on water shortages, and that they are the primary existing water regulatory bodies, substantial numbers of Nebraskans have never heard of them. Table 1 shows that about 40 percent say they have heard of NRDs, another 18 percent think they have, and slightly over 40 percent say they have no knowledge of NRDs. In 1979 only 21 percent said they had ever voted for a member of the NRD board, and in 1980 we find that only slightly more than 10 percent of the public think they know the names of their NRD board members. On the other hand, it should be noted that the only item comparable in both years shows an apparent slight increase in awareness over the past year. Table 1 shows a jump from 30 to 39 percent, in percent who had heard of NRDs--an increase which is just beyond sampling error.

Thus, we may conclude that even though NRDs have been given some important water regulatory functions by state government, they operate far from the public spotlight, and hence far from public control. One caveat to this generalization, however, is that NRDs are better-known in rural areas, where their decisions are more directly salient, than in the Lincoln and Omaha areas where the problems concerning water are not so immediate.

Strategies for Controlling Water Use

In both 1979 and 1980 respondents were asked whether they favor regulation of water used in households, agriculture, or business and industry. Results from both years (see Table 2) indicate that, while more than two-thirds of the public favor water regulation for business and agriculture, a significantly smaller proportion favor regulation for private household use.

While this generalization holds for both the 1979 and 1980 sample, there are some changes evident in Table 2. Percent favoring agricultural regulation (67 percent) stayed remarkably constant over the one-year period, but public support for both private household regulation and business regulation declined by 9-10 percentage points. This decrease in support is too large to be attributed to sampling error and appears to represent a real decrease in public support for these forms of water regulation. One possible reason for the decline is the lack of drought conditions throughout the Summer, Fall, and Winter of 1979. One might suppose that support for water regulation (at least of someone else's water) increases directly as water shortages increase.

When asked to determine which of five strategies for control of water use would be most preferred in case of drought, the most popular form of regulation is that of business and industry (37%) followed by the regulation of agriculture (24%). An approximately equal number (17%) favor controlling water use by increasing its price and regulating household water use. Only a small proportion (5%) would give priority to encouraging people to move away from water-short areas.

There are some differences among groups favoring each water-control alternative. In general, the greater the education, the more support is voiced for decreasing water use through increasing cost. As education is highly related to income, this preference is probably related to the greater ability of the highly educated to pay for higher water costs. Those at the lower educational levels are more likely than others to favor regulation of agricultural water use and are not too different from other groups in their views about private and industrial water use and encouraging people to move away from water-short areas.

Older people tend to favor regulations for private and agricultural use more than younger people, while younger people are more predisposed to make increasing water costs and regulation of business water use their top priorities. Reasons for these differences are not immediately apparent.

There are some slight differences in water regulation priority by the respondents' residences. Citizens from the North are most likely, and those from Omaha and the Panhandle least likely to favor regulation of agriculture water use. Interestingly, aside from Omaha, there appears to be no differences between farm and urban dwellers in support for water regulation in agriculture.

Attitudes Toward the Legal Status of Groundwater

In Nebraska, the public has rights to water above ground, but groundwater has always been considered the property of those whose land lies above the water. This legal status has made it more difficult for the state to contemplate regulation of groundwater than surface water. Table 4 presents finding from our survey showing that, while over three times as many people believe groundwater rights should belong to the individual as believe they should belong to the state, a majority believe the state and private owner should hold joint right to the groundwater. This somewhat ambiguous, but middle of the road position, is consistent with views supporting state regulation of water.

Again, however, different groups hold somewhat different views on this issue. Those with college educations and those younger than 35 are most likely to favor joint rights and those with less than high school diplomas and those older than 60 are least likely. Belief that the sole right to groundwater should fall to the property owner is least characteristic of Lincolnites (13%) and Omahans (27%) and most characteristic of farmers (47%) and other rural respondents. There are few regional differences except between the southeast and the greater Omaha area versus the rest of the state. Unsurprisingly, therefore, it appears that those who own land in agricultural areas of the state are the most prone to favor few if any state rights to water.

Conclusions

Despite the long history of this issue, however, the state has moved in only tentative ways to devise plans for assuring adequate water supplies. This survey, like that reported last year, reflects a public interest in the water question, support for several kinds of regulatory activities, but a lack of participation in or knowledge about some aspects of the water regulatory process now in place. Still, some information about water policy seems to be diffusing throughout the population. This would appear to be an important and desirable development. It may be that just as "war is too important to be left to the general," water policy is too important to be left to the 'experts'.

TABLE 1. CHANGES IN AWARENESS TOWARD NRDs.

	1979	1980
Heard of NRDs?		
Definitely yes	30%	39%
Think so	24	18
No	47	41
Ever Voted for NRD Board?		
Yes	21%	Not asked
Uncertain	6	
No	73	
Knows Current Member of NRD Board?		
Yes	Not asked	11%
No		89

TABLE 2

CHANGES IN ATTITUDES TOWARD REGULATION

% who favor regulation of:	1979	1980
Agricultural water use	67%	67%
Business and industrial water use	76	67
Private household water use	53	43

IF A WATER SHORTAGE, WHICH STRATEGIES MOST FAVORED

	% favor
Regulate business and industrial use	16.5
Regulate water for agricultural use	36.8
Increase cost of water	23.7
Regulate private household use	17.4
Encourage people to move away from water-short areas	5.4

TABLE 3. MOST FAVORED ALTERNATIVE IN CASE OF SHORTAGE.

Respondent Characteristics*	Reg. Private Use	Reg. Business Use	Reg. Agri. Use	Increase Cost	Move Away
Education:					
Less than H.S. grad. (154)	18%	29%	32%	14%	8%
H.S. grad. (337)	12	37	24	20	7
More than H.S. grad. (307)	16	33	19	26	6
Age:					
18-34 (331)	10	40	17	26	7
35-59 (277)	17	32	26	21	4
60 + (190)	19	27	32	14	9
Region:					
Panhandle (64)	17	30	19	19	8
Southwest (64)	16	41	23	16	5
South central (102)	16	33	24	23	5
North (122)	16	25	33	21	5
Omaha area (252)	13	36	19	22	10
Southeast (194)	15	34	25	22	5
Residence:					
Farm (97)	10	32	25	30	3
Rural non-farm (70)	23	33	27	10	6
Other non-metro area (365)	15	34	26	20	6
Lincoln (88)	17	35	23	19	6
Omaha (178)	12	36	17	25	10

*Numbers in parentheses show number of respondents in each category.

TABLE 4. RIGHTS TO GROUNDWATER.

	Property Owner	Regulation by Government	Both	Total
TOTAL	30%	8%	61%	100%
Education:				
Less than H.S. grad.	40	7	53	100
H.S. graduate	32	7	60	100
More than H.S. grad.	23	10	67	100
Age:				
18-34	26	7	67	100
35-59	32	10	59	100
60 +	36	8	56	100
Region:				
Panhandle	35	6	60	100
Southwest	32	7	60	100
South Central	41	5	51	100
North	39	6	55	100
Omaha area	28	12	60	100
Southeast	19	7	74	100
Residence:				
Farm	47	4	49	100
Rural non-farm	36	8	56	100
Other non-metropolitan	31	7	62	100
Lincoln	13	9	79	100
Omaha	27	13	60	100

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7.	Nebraskans and Educational Pluralism. Helen Moore. Price: $1.00.

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NASIS

FOOD FOR THOUGHT: NEBRASKANS VIEWS ON THE FOOD TAX AND OTHER STATE AND LOCAL TAXES

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NEBRASKA ANNUAL SOCIAL INDICATORS SURVEY

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NASIS-80 #9

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Susan Welch
Department of Political Science

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FOOD FOR THOUGHT:
NEBRASKANS VIEWS ON THE FOOD TAX AND OTHER STATE AND LOCAL TAXES

One of the recurring issues in Nebraska politics over the past decade has been the food sales tax controversy. Currently Nebraskans pay a sales tax on food at their grocery counter checkout, but then receive part of that payment back when they file their state income tax returns. When state residents filed their 1979 tax returns, for instance, they received a tax credit of $20.00 per person in recompense for their food tax payments.

Some Nebraskans and their public officials would like to see the sales tax on food eliminated altogether. Others, claiming that the current system is the best alternative, vigorously oppose changing the food tax credit system. In this NASIS report, we will examine the pros and cons of each alternative and then see where the public stands. We will also analyze Nebraska opinions about some other state and local taxes.

The information on public attitudes was obtained as part of the 1980 Nebraska Social Indicators Survey (NASIS). The survey includes interviews with over 1800 randomly selected Nebraska adults. Half were questioned about taxes. The responses presented herein are accurate to within about 5 percent of the figures which would be obtained if every Nebraskan adult were interviewed.

The Food Tax Issue

In some states, food is taxed just as any other commodity sold in retail stores. But in Nebraska, as in many other states, policy makers believed that as a necessity of life food should not be taxed in the same way as other products. There seems to be a strong concensus on this issue. The controversy arises over how to carry out this goal of not taxing food. In some states food is simply exempted from taxation when it is checked out at the grocery store. In some states food purchased in restaurants is also not taxed. This system has the virtue of not requiring out of the pocket expenses for food consumers. This is especially good for low income people whose limited incomes make it imperative for them to ration every penny. This process has some drawbacks, however. It exempts from taxation all food purchased, even when it goes far beyond the "necessity" level. Probably more importantly for Nebraska officials, it forces administrators or the legislature to decide what is to be exempted and what is not (is dog food food? what about prepared snack foods purchased and carried away? restaurant meals? and so forth). It requires food retail outlets to enforce these definitions, sorting out customer purchases into food and non food categories and thus slowing sales and risking irate customers. It requires close monitoring of all retail outlets selling food to make sure they comply with these guidelines.

The current alternative also has its advantages and disadvantages. It substantially reduces the administrative problems described above. The legislature and governor simply set a food tax exemption rate to which all residents are entitled, no matter how much they spent on food or whether they purchased it in a grocery store or restaurant. The current system has the disadvantage, however, of forcing people who can ill afford it to pay the tax on food and wait 2 - 15 months for a refund. Then, too, some people of very low income do not file income tax returns, so they never receive their refund. Others, spending only part of a year in Nebraska, are not eligible for the refund. And, of course, people who spend a much higher than average amount for food are penalized by not receiving a proportionately high refund. In other words, in exchange for administrative simplicity, the present system discriminates against the very poor, the very rich or those who spend a lot on food, and partial year residents.

With this in mind let us turn to the question of how Nebraskans feel about the current food tax system and the alternative of not taxing food at all. As we see in Table 1, the sample was almost evenly split on this question. Forty nine percent want to continue the present policy, 51 percent to drop the tax on food altogether. These differences are within sampling error.

We looked for patterns in these preferences. There were some regional differences, with those in the southwest and south central parts of the state most favorable to the present policy, and those from Omaha most strongly in favor of change. Respondents do not differ significantly by level of education or income. This was somewhat surprising in that the current policy probably has the most detrimental effects on low income citizens. There was a very slight tendency for those of less education to want to change the current policy.

Democrats and Republicans both held the same divided view of the issue, while those claiming to be independents or having no preference were far less likely to support existing policy. A possible explanation for this might be that those not aligning themselves with one of the major parties may be more alienated from state government entirely.

Table 1 also shows that view on the food tax question is related to views about the legislature. Those most dissatisfied with the legislature were strongly in favor of adopting a complete sales tax exemption for food. It may be that views on the food tax issue have influenced overall views of the legislature or, again, it may be that both attitudes are characteristic of those people disenchanted with state government.

We also examined responses to the food tax question in light of other views on taxes. As one might expect, those who most want to see the sales tax cut in general are most favorable toward eliminating the sales tax on food. Conversely, those who nominated the sales tax as the one they would most like to see raised are in favor of the existing policy, though not by much. Finally, those Nebraskans who believe (wrongly) that taxes are higher in Nebraska than elsewhere are more likely than others to want to drop the food sales tax.

So our composite picture of the anti-food sales tax citizen is one who is an independent politically, is quite critical of the state legislature, favors reduction of the sales tax generally and would prefer to see the income tax raised if any taxes had to be. The anti-food tax citizen is more likely to come from Omaha than anywhere else, but displays no distinctive educational or income characteristics.

Other Attitudes about State Taxes

We also briefly explored two other features of Nebraskans attitudes toward taxes. We asked our respondents which tax they would most prefer to see cut. The answers were overwhelmingly the property tax (64%). Table 2 shows some characteristics of those preferring the three alternatives. Basically, all groups favor giving first preference to cutting the property tax, but these views are most strongly held among the middle and older aged groups, farmers and those in non metropolitan areas, and those of higher income. Lower income people were more likely than higher income groups to favor reduction of the sales tax.

When the question was reversed and respondents were asked which tax they would prefer to see raised if one had to be, 62 percent responded sales tax, 30 percent income tax and only 8 percent property tax. The sales tax was named by a majority of every income group except the lowest, where only 48 percent favored the sales tax, 43 favored the income tax, and 9 percent favored the property tax. It is somewhat curious that so many low income people prefer raising the sales tax because various studies have shown that the sales tax is regressive (though not as much so as the property tax) in that low income people pay a far higher percent of their income in sales tax than do upper income people. For example, a study done in the mid 70's showed that in the U.S. low income families (those making less than $5,000) paid 1.8 percent of their incomes in sales tax, while higher income families making $25,000 or more paid less than 1 percent: half as much.[1] The sales tax and the property tax both contribute to the overall regressiveness of state and local taxes. For example, in Nebraska, in 1975, low income families (those making less than $5,000) paid over

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[1] Advisory Commission on Intergovernmental Relations, Significant Features of Fiscal Federalism, 1973-1974, p. 53.

12 percent of their income in state and local taxes, while those with incomes over $25,000 paid only 7.8 percent and those over $50,000 only 7.4 percent.[2]

Nebraskans Perceptions of Their Taxes

Are Nebraska's state and local taxes high or low? In actuality, Nebraska state and local taxes are slightly lower than average, compared to the 49 other states, ranking 27 out of the 50 states.[3] Nebraska per capita state and local revenue was less than $700, compared, for example, to over $1100 in New York and nearly $1900 in Alaska and, at the other extreme, less than $500 in Arkansas, Alabama, Mississippi, South Carolina, and Tennessee.

Thus, the 20 percent of our sample who believed Nebraska taxes are higher than in other states are clearly incorrect. Whether the correct answer is "the same" or "lower" depends on how fine a point one wants to put on it. Clearly, Nebraska is below the median state in taxes, but also could be considered in the broader average group of states. On the other hand Nebraska's local property taxes are above the median compared to property tax level in other states, while Nebraska's sales and income tax are below it.

It is interesting to examine the group who believes Nebraska's taxes are higher than average. The people most likely to hold that view are those with the least amount of education, but also more of those with the highest incomes. (This apparent discrepancy [low education, high incomes] is not too significant because neither the differences among the income nor education groups are very large). Those who say their financial prospects are not as rosy as two years ago also are more inclined to say that Nebraska's taxes are higher than average.

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[2] Family Tax Burdens Compared among States and among Cities Located Within Kentucky and Neighboring States. A Study prepared for the Kentucky Department of Revenue by Stephen Lile, December, 1975. Reprinted in Nicholas Henry, Governing at the Grassroots: State and Local Politics. Prentice-Hall, 1980.

[3] U.S. Bureau of the Census, Statistical Abstract of the United States, 1978 p. 299. These are definite regional groupings in tax levels, with most of the lowest taxed states being Southern states.

Those in the Panhandle, Omaha area and Lincoln are the most inclined to say that taxes are higher than average, with those living on farms or in rural areas, least likely to believe that. Finally, views that taxes are high, not surprisingly, are linked to dissatisfaction with the state legislature, although as in the other cases, the differences are not overwhelmingly great.

Summary

A direct effect on people's financial well being, taxes are always controversial. This report attempted to explore several issues relating to taxation. Our major findings included those that Nebraskans are fairly evenly divided on how to handle the sales tax on food. As we found in last year's NASIS report, Nebraskans are most hostile to the property tax and least hostile to the sales tax. This reflects in part the reality that in Nebraska the property tax is heavier than in the average state but sales taxes and income taxes are lower than average. We also find that Nebraskans correctly perceive that Nebraska's state and local taxes are about at the national average or a little lower.

What are the policy implications of these findings? Any change in the tax structure brings forth opposition from groups who think they will be worse off under the revised structure, but the views on taxation reported here would seem to suggest support for consideration of some change in the relative load carried by the property tax versus the other two major sources of Nebraska state and local revenue--the sales and income tax. However, proposals to do this, by increasing state aid to education, for example, have met with substantial opposition in the past. Perhaps this is because state aid has not been tied directly to a reduction in the property tax in recent proposals. Another policy implication of these attitudes on taxes is that whichever alternative legislators choose in the question of the food sales tax, about half the population will not favor it.

Table 1.
Views on Food Sales Tax

	Continue Present Policy	Exempt Food
All	49%	51%
Region		
Panhandle	47	53
Southwest	71	28
South Central	62	37
North	46	54
Omaha	34	66
Southeast	52	48
Education		
Less than high school diploma	44	56
High school diploma	51	49
More than a high school diploma	48	52
Income		
Less than $7,500	49	51
$7,500 - $14,999	47	53
$15,000 - $24,999	51	49
$25,000 +	49	51
Party Preference		
Republican	53	47
Democrat	51	49
Independent	39	61
No Preference or other	39	61
Satisfaction with Legislature		
Very or somewhat satisfied	53	47
Neither satisfied or dissatisfied	46	53
Dissatisfied or very dissatisfied	35	65
Which tax like to see out		
Property	52	47
Sales	31	69
Income	49	51

Table 1.
Views on Food Sales Tax
(continued)

	Continue Present Policy	Exempt Food
Which tax like to see raised		
Property	44	56
Sales	53	46
Income	40	60
How Taxes In Nebraska Compare		
Higher than elsewhere	39	61
Lower than elsewhere	51	49
Same as elsewhere	51	49

Table 2.
Taxes Most Wanted to See Cut

	Property	Sales	Income
All	64%	15%	20%
View on Nebraska Tax Rate			
Higher than other states	70	14	15
Same as other states	63	17	20
Lower than other states	64	13	23
Age			
18-34	55	18	27
35-59	72	12	16
60 +	69	15	15
Education			
Less than high school	64	19	17
High school diploma	66	13	21
More than high school	63	16	21
Residence			
Farm	78	7	15
Rural non farm	61	10	29
Non metro	67	11	22
Lincoln	51	29	20
Omaha	59	25	16
Income			
Less than $7,500	56	25	19
$7,500 - $14,999	63	19	18
$15,000 - $24,999	68	8	24
$25,000 +	69	13	18

Table 3.
Nebraskans Perceptions of Their Tax Rates In Relation to Other States

	Higher In Nebraska	Same In Nebraska	Lower In Nebraska
Overall	20%	56%	24%
Education			
Less than high school	25	59	16
High school diploma	19	62	19
More than high school diploma	18	49	33
Region			
Panhandle	22	63	15
Southwest	13	66	22
South Central	15	59	26
North	16	53	30
Omaha area	24	58	18
Southeast	20	50	30
Size of Residence			
Farm	10	60	30
Rural nonfarm	13	54	33
Non Metropolitan areas	20	58	22
Lincoln	24	46	30
Omaha	25	57	17
Family Income			
Less than $7,500	16	65	20
$7,500 - $14,999	14	63	23
$15,000 - $24,999	21	53	27
$25,000 +	28	46	25
Satisfaction with Legislature			
Satisfied or very satisfied	18	58	24
Neither satisfied or dissatisfied	18	56	26
Dissatisfied or very dissatisfied	28	52	20
Financial Prospects Now Versus 2 Years Ago			
Better	16	56	28
Same	20	58	22
Worse	24	55	20

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1.	Designs, Procedures, Instruments and Forms for the 1980 NASIS. Lynn K. White. Price: $7.50.
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NASIS

NEBRASKANS VIEW THE RECESSION

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NEBRASKA ANNUAL SOCIAL INDICATORS SURVEY

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NASIS-80 #10

NEBRASKANS VIEW THE RECESSION

Alan Booth
Department of Sociology

Lynn K. White
Department of Sociology

Price: .75

The Nebraska Annual Social Indicators Survey

Lynn K. White - 1980 Study Director

The findings in this report are based on data collected in the fourth Nebraska Annual Social Indicators Survey (NASIS). This survey is part of an on-going study of the quality of life in Nebraska conducted by the Bureau of Sociological Research at the University of Nebraska-Lincoln.

The sample for NASIS consists of 1916 respondents eighteen years of age or older residing in households in Nebraska. The sample is selected through a process called random digit dialing: within each three-digit prefix in the state, four-digit numbers are selected randomly from all possible four-digit numbers to complete the telephone number. Respondents are further chosen randomly from the adults in the household and interviewed by telephone by experienced, professional interviewers from the offices of the Bureau of Sociological Research. All interviewing was done between February and April of 1980. This procedure produces a high-quality, representative sample of Nebraska adults. Analysis shows the sample to be representative of the state on age, sex, and geographical distribution.

The interview averaged approximately 45 minutes and included questions about environment, health, crime, political attitudes, occupation, education, family life, and other matters reflecting the quality of life experienced in the state. For the entire sample, the chances are 95 in 100 that the true value for the population lies within a range equal to the reported survey percentage plus or minus 2.3 percent. This is an estimate of maximum error and for most items the percentages are likely to be even more accurate.

The data gathered by NASIS are used by a wide variety of State and local government agencies for policy and program planning and by faculty and students at the University of Nebraska and other colleges for research. No information identifying any respondent is released to any user and the strict confidentiality of individual respondents is rigidly enforced. While the final responsibility for the organization and structure of the survey and for reports produced under its name rests with the Bureau of Sociological Research, public agencies and University departments play an integral part in planning the survey through an Advisory Committee. Public organizations interested in membership on the Advisory Committee should contact the NASIS Study Director.

Funding for NASIS comes from the University of Nebraska, the Bureau of Sociological Research and State and local agencies which buy items and data analysis from the survey.

The NASIS surveys are repeated each year to measure changes in the quality of life in Nebraska. While there is a core of questions which is included every year, each survey has a large component of unique items which address specific topical issues. Plans for future years include reinterviewing the 1977 panel every two years to assess changes in their lives. Additional detail on the NASIS surveys regarding use of the survey data or cost of purchasing items on future surveys can be obtained by contacting the NASIS Study Director at the Bureau of Sociological Research or by sending for a copy of the 1981 NASIS Prospectus.

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NEBRASKANS VIEW THE RECESSION

For the past two years financial hard times have been on the minds of many Americans at one time or another. Experts agree that the country has been experiencing a recession and inflation has been in double digits for many months. While Nebraska has been insulated from some of these effects by one of the lowest levels of unemployment in the nation, Nebraskans have felt the force of high inflation and the high cost of energy. This report attempts to assess the effect of these economic pressures on the economic outlook of people in Nebraska households. In it, we compare people's economic circumstances in 1978 (when the recession was just getting underway) with the situation in the Spring of 1980 when the recession was thought to be in full swing.

Data for this report come from the 1978 and 1980 Nebraska Annual Social Indicators Surveys. In the Spring of each of these years, a representative sample of over 1800 Nebraskans was interviewed about their economic situation and outlook. While different people were interviewed in 1980 than in 1978, the fact that both samples are large, randomly selected samples of the population means that we can treat their answers as if each represented the total, that is the same, population. Figures for the total sample can be treated as probably no farther than 2 percentage points different than the results achieved by interviewing each and every adult Nebraskan.

FINDINGS

We look at three general indicators of economic outlook: percent of husband-wife families under 65 where both husband and wife work, perceptions of family income compared to the average American family, and whether respondents feel their financial prospects now are better or worse than they were two years ago. Table 1 presents the distribution of these three indicators in 1978 and 1980. The results of the comparisons are somewhat mixed. Wife's employment has risen between 1978 and 1980 from 42 to 46 percent. While slight, this increase is large enough that it is probably a reflection of a real trend rather than just a difference of samples. Thus, economic conditions may be sending more wives to work. It is difficult to attribute this increase solely to the economy, however, because other factors (such as desire for personal fulfillment or a higher standard of living) may be encouraging women's employment.

In terms of perceptions of family income compared to average, the data show a decrease in the proportion who think their income is below that of the average American family. Perhaps people are surprised that they are so well off given the extensive press the recession has had. This may cause some people who judged their income to be below average in 1978 to feel average in 1980. On the other hand, there is some anxiety about the future. When asked to compare their prospects now with those in the past, there is a tendency for the 1980 sample to be more pessimistic than the 1978. It is important to note that while economic anxiety increased between 1978 and 1980, those people who feel positive about the future still outnumber the pessimists.

Overall, these data present no evidence for a strong impact of the recession on Nebraskans' economic outlooks. There has been an increase in the number of two-earner households and, perhaps as a result, a decrease in the proportion of families who feel their income is below average. On the other hand, there is somewhat greater anxiety about the future than there was two years ago. The extensive media coverage of the recession then seems to have affected concern for the future more than it has affected the actual experience of Nebraska families.

Differences in Economic Outlook Among Population Sub-Groups

Because recessions usually have a greater impact on some segments of the population than on others, we examined these reports separately for minorities, for female-headed households, for farmers, for the retired, and for those below the poverty level. The data by sub-group for the three economic indicators are given in Table 2. For each indicator, we have presented the percent of the population in that category in 1980 and the extent to which this represents a change since 1978. Thus we can examine the absolute level of economic distress as well as the change in this level since the onset of the national recession.

The first column in this table gives percent of husband-wife families under 60 where both spouses work. Two-earner families are most prominent among those with higher incomes, among non-farm families, and among minority families. The strong association between two-earner families and income suggests strongly that wife's employment is a major means of raising families' incomes above the poverty level. During the past two years the proportion of families with two earners has increased in every category except those with the highest incomes. The very high increase in two-earner families among minorities is best treated with caution; the proportion of minorities in our sample is small enough that responses may not be reliable.

The data in Table 2 indicate that the decreased tendency to feel that one has a below-average income is not evenly distributed among all types of households. In particular, the lower and middle income groups, the retired, and the farmers are most apt to have reported an increase in their perceived income. By very substantial amounts, the people in these categories have changed their perceptions of their own incomes from "below average" to "average." These are some of the groups that have received the most press coverage regarding their economic problems and who, in fact, are still most apt to report below average perceived income. Thus the data show that the groups with the lowest perceived incomes are also those most apt to have seen an improvement in their income between 1978 and 1980. There are two important exceptions to this statement: minority group households and female-headed households report considerably lower incomes than their counterparts, but perceive no correspondingly greater improvement in their incomes. Any real or perceived economic gains for the less-advantaged part of our society have not accrued to these households. Generally, however, these data provide no support for the suggestion that current economic conditions have disproportionately hurt the least well-off segments of society.

Unlike the changes in perceived income, increased anxiety about future economic prospects seems quite evenly spread among all categories of society. The only two groups who seem to have escaped from this general increase in pessimism are those whose incomes are below the poverty level and, somewhat surprisingly, farmers. These latter two groups still have the highest levels of pessimism reported in the table, but in their cases, their pessimism is much less than it used to be. In 1978, 36 percent of the farmers compared to 14 percent of the nonfarmers felt that the next two years would be worse than the last two; the changes between 1978 and 1980, by making farmers more hopeful and nonfarmers more doubtful, have almost erased the differences between the two groups. The same processes have worked to reduce previously very large differences among households above and below the poverty level. It is impossible from these data to know whether the economic improvements reported by these two groups are the result of real changes in inflation-adjusted income or whether they represent changes in perception of the economic situation.

SUMMARY

In summary, these survey data about individuals' perceptions of their economic situation indicate a mixed reaction or perhaps merely a delayed reaction to the national recession. Between 1978 and 1980, people generally felt that their incomes improved relative to others, but an increasing number has serious doubts that the coming years are going to be good to them. There are no major differences among groups in the extent to which they are worried about future economic prospects and this consensus is itself an important change. Whereas in 1978 the poorest families and farm families felt significantly more anxious than others, in 1980 nearly all segments of the society expressed similar concern about their economic prospects.

These data should not be interpreted as a demonstration that the recession has had no effect on the economic situation of Nebraskans. Inflation has obviously hit us all. Other data in our survey indicate that over half of our respondents reduced gasoline consumption because of price, 38 percent changed their vacation plans, and another 42 percent expect to have to curtail family vacations in the future because of the high cost of fuel. What our data do indicate is that most families feel they're keeping pace with the rest of the population and maybe even making a little headway. While this perception may reflect a reduction in expectations as much as any real change in income, there is no evidence here that the recession has had a dramatic negative effect on the economic views of Nebraskans.

TABLE 1. CHANGES IN ECONOMIC INDICATORS, 1978-1980.

	1978 N=1933	1980 N=1915	Change
Percent of Husband-wife Households Under 65 Where Both Work	42%	46%	+4
Perception of Family Income			
Below average	27	23	-4
Average	54	56	+2
Above average	19	20	+1
Financial Prospects Now Compared to Two Years Ago			
Worse	19	26	+7
Same	42	40	-2
Better	39	34	-5

TABLE 2. INDICATORS OF ECONOMIC OUTLOOK IN 1980 AND CHANGES SINCE 1978 FOR 1978 & 1980 NASIS RESPONDENTS.

	Percent of Husband-wife Families Under 65 Where Wife Works		Percent of Families Who Rate Their Incomes Below Average		Percent of Families Who Believe Their Financial Prospects Are Worse Than Two Years Ago	
	1980	Change	1980	Change	1980	Change
TOTAL	46%	+4%	24%	-4%	26%	+7%
Sex of Household Head						
Male	--	--	20	-5	26	+7
Female	--	--	37	-4	28	+6
Race of Household Head						
White, Anglo	46	+4	23	-3	26	+7
Minority	56	+16	42	-1	26	+7
Actual Income Level						
Below Poverty	22	+6	51	-17	29	-5
Poverty-level to $20,000	43	+10	24	-17	26	+6
Over $20,000	56	0	6	-5	22	+8
Employment of Male Household Head						
Retired	--	--	27	-15	29	+7
Other	--	--	18	-5	25	+7
Farmer	28	+10	21	-15	29	-7
Non-farmer	54	+6	18	-4	26	+12

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8.	Nebraskans and State Water Policy: An Update. Susan Welch. Price: $ .75.
9.	Food for Thought: Nebraskans Views on the Food Tax and Other State and Local Taxes. Susan Welch. Price: $ .75.

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THE GOOD LIFE: SMALLER IS BETTER

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NASIS-80 #11

THE GOOD LIFE: SMALLER IS BETTER

Laurie Eells
Department of Sociology

Price: .75

THE GOOD LIFE: SMALLER IS BETTER

Are people in rural areas or small towns really more satisfied with their communities than people in larger urban areas? Previous research says they are. Nationwide studies have consistently shown that as city size increases, people report less and less satisfaction with their communities. A recent survey of Nebraskans shows that the majority would prefer to live in either a town under 10,000 population or in a rural area.[1] These results are very similar to those of similar national studies indicating that the majority of people, including those living in very large metropolitan areas, would prefer to live in small towns.

The question that prompts this report is the degree to which community size is associated with community satisfaction and quality of life within the state of Nebraska. Unlike the rest of the nation, the majority of Nebraskans are in fact living in smaller communities. They are also consistently happier and more satisfied with life than the rest of the nation.[2] The question is whether this satisfaction is evenly distributed or whether the farm and small town communities in Nebraska offer a more satisfactory environment than our larger cities.

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[1] Nebraska Annual Social Indicators Survey unpublished report.

[2] Comparisons made in 1978 show that 56 percent of Nebraskans report a great deal of satisfaction with their communities as opposed to 47 percent nationwide. Note that this question was worded differently in the survey reported here and hence produces a somewhat different measure of satisfaction.

The data for this report are taken from the 1980 Nebraska Annual Social Indicators Survey. In the 1980 survey a representative sample of 1916 Nebraskans was asked questions regarding the quality of life in Nebraska. Among these were various questions dealing with city size, quality of life, and other factors related to community satisfaction.

A subjective measure of community satisfaction was obtained by simply asking, "How satisfied are you with your present community?" In addition to this summary measure, two additional aspects of quality of life are included in this report: one question measured whether the respondent was afraid to walk alone at night near their home and the other, whether they had been a victim of either a personal or property crime in the past year.

Community size was divided into six categories: rural farm, places under 2,500, cities of 2,500-10,000, cities of 10,001-50,000 persons, Lincoln, and Omaha. Other factors known to be related to community satisfaction such as length of residence, age, race, education, and marital status are also included in this report.

FINDINGS

Are rural people more satisfied with their community than urban dwellers? Our data indicate that rural people are indeed more satisfied (see Table 1). With the exception of Lincoln our data indicate that, as community size increases, satisfaction decreases. Table 1 shows a gradual decline from 51.2 percent of rural people who are very satisfied with their community to only 37.8 percent of individuals in the state's largest metropolitan area who are very satisfied.

The data in Table 1 also indicate that the percentage of people who have not been the victim of crime decreases as community size increases. Furthermore, we find a strong and consistent relationship between community size and fear of walking alone at night near one's home: while fully 91.4 percent of individuals on the farm are unafraid to walk alone at night near their home, only 51.0 percent of those in Omaha are comfortable walking after dark in their neighborhood.

Overall, the three indicators support the generalization that community size affects community satisfaction and quality of life. There are a variety of explanations for this relationship. One popular explanation of the dissatisfaction of big-city dwellers is that it is the sheer size of the city, with its inevitably greater diversity and anonymity, which lies at the root of this dissatisfaction. Another kind of explanation suggests that it is the _kind_ of people who live in a city that leads to higher overall levels of dissatisfaction. That is, perhaps the kinds of people who are apt to reside disproportionately in larger cities (ethnic minorities, single, geographically mobile, and young people) are also more apt to be dissatisfied wherever they live. In this case, it would be the different composition of the population in larger vs. small communities which affect levels of satisfaction rather than the sheer numbers of people.

Differences in Population Composition by City Size:

In testing this "kinds of people" hypothesis, we focus on six background characteristics of the respondents which vary systematically by community size: length of residence, age, race, education, marital status and income. We found that, in general, the larger the community, the more likely the residents were to be: 1) younger; 2) better educated; 3) better off financially (farmers and ranchers are an exception to this generalization); 4) newcomers to their neighborhood; 5) non-white; 6) single or divorced.

Effect of Composition on Community Satisfaction:

This brings us to the question of whether it is these differences in the kinds of people who live in small as opposed to large towns that gives rise to differences on satisfaction. This question can be answered by examining overall levels of satisfaction by these six background factors. If the characteristics associated with large cities are also associated with low satisfaction, then it may be that composition is an important factor in the relationship between city size and community satisfaction.

From the data in Table 2 we see that length of residence, age, race, marital status and income are associated with the summary indicator of community satisfaction. The data indicate that the older one is and the longer the individual has lived in one place, the more satisfied he or she is with it. The data also indicate a substantial difference by race: 46.9 percent of whites are satisfied with their community whereas only 32.1 percent of non-whites are satisfied.

The data in Table 2 on education and income are somewhat surprising: the higher the income and educational attainment of our respondents, the more community satisfaction they expressed. While this makes intuitive sense--they have, after all, better housing, greater access to cultural events, better standards of living, and greater community involvement, previous national studies have consistently shown that the poorer and the less educated segments of the population express the greatest satisfaction. This finding from past research is probably due to the fact that the poorest and the least educated are also the oldest--a group that we have already noted expresses greater satisfaction. The discrepancy between our findings and earlier ones may be due in part to the generally high levels of education among all Nebraskans, thus breaking down the old close association between age and education.

The data indicate that 55.5 percent of individuals who are widowed are very satisfied with their community followed by married people and individuals with disrupted marriages. The least satisfied with their community are the never married. Age may very well be a factor. As we have already seen older people are most satisfied and young people are the least satisfied with their communities. It would seem logical that the majority of widowed individuals would fall into the over 60 category while the majority of never married would fall into the 18-29 years old category.

The other two columns in Table 2 show that age, race, education, marital status, and income are also associated with rates of victimization and feelings of safety. Looking at these panels we see that the younger one is, the more educated one is, and the wealthier one is, the more likely one is to have been a victim of either a personal or a property crime in the past year yet the less likely one is to feel afraid. Clearly these two indicators of quality of life operate independently. In fact, the association between fear and sex is so strong that it is probably so.

Summarizing Table 2 we can conclude that the "kinds of people" explanation has some validity. Ethnic minorities, young people, unmarried and geographically mobile people--all of whom are found disproportionately in larger cities--are least satisfied with their communities and most apt to have been a victim of a crime. On the other hand, the well off and the well educated, while they are more likely to have been a crime victim, are among the most satisfied with their communities. Being fearful of walking in one's neighborhood is so strongly tied to age and sex (42.7% of females but only 10.5% of males are afraid) that it is probably not fair to make any conclusion about its association with income or racial status without a control for age and sex.

Relative Effect of Community Size and Personal Characteristics on Community Satisfaction

The evidence we have just reviewed shows that, in general, the larger the size of the community, the less satisfied will be its residents and the more likely they will be to have been the victim of a personal or property crime. Also, without exception, the larger the city, the greater the likelihood that residents will be afraid to walk at night in their neighborhoods. This evidence suggests that both objective and subjective quality of life suffer in larger cities. On the other hand, we have provided evidence to show that the kinds of people who are disproportionately, but not exclusively, found in larger cities--the geographically mobile, unattached young people, ethnic minorities--are least satisfied and most apt to be crime victims no matter where they live.

The question to which we finally turn then is an evaluation of the relative impact of these two kinds of factors in determining quality of life. In particular we are concerned with knowing whether the strong association between community size and quality of life holds up after we take into consideration the different composition of small and larger communities. In order to answer these questions, we will examine the relationship between quality of life and each of the factors we have looked at while statistically controlling for all of the other variables. The data are presented in Table 3. Two of the personal background variables, education and length of residence, are omitted because they are not significantly related to either community satisfaction or the quality of life indicators.

In Table 3 we see that, after taking population composition into account, there is still a strong relationship between community size and quality of life as measured by fear of walking in one's neighborhood and reported satisfaction with one's community. The larger the community, the less satisfaction and security is expressed. This relationship is much weaker in the case of victimization from crime. Cities over 10,000 seem to have more crime than cities under 10,000, but aside from this gross distinction, there is no pattern of increasing crime with increasing population. Even after controlling for population composition, Lincoln still records a higher community satisfaction than one would expect for its size. Other than this anomaly, Nebraska seems to conform to the national pattern of higher quality of life in smaller communities.

When the other background factors are examined under control for community size and the other measures of population composition, we find that most of them have the same relationship to community satisfaction and quality of life that we saw in Table 2. The major change is the effect of racial status on quality of life. The results in Table 3 suggest that after controlling for differences in education, income, and community size, there is very little difference between blacks and whites in community satisfaction and quality of life. Non-whites are still a little less satisfied with their community and a little more afraid to be out in their neighborhoods at night, but these differences are much smaller than before. The controls for age and sex also considerably reduce the differences in community satisfaction and quality of life among marital status groupings. In Table 3 only relatively minor differences are noted among marital statuses and widows no longer stand out as extremely satisfied or extremely afraid.

Summarizing this table we can conclude that community size has an independent effect on community satisfaction and quality of life. After statistically controlling for differing population composition, we find that community satisfaction and quality of life tend to deteriorate as communities get larger. Size of community is not, however, the sole determinant. This analysis suggests that particular background characteristics such as age, sex, and income also have a strong independent effect on satisfaction and quality of life.

DISCUSSION

How does our data answer our original question: Are people in rural areas and small towns really more satisfied with their communities than people in larger urban areas? From our analysis our answer would be a qualified yes, the smaller the community size the more satisfied, safe and secure the individual feels.

Lincoln was often an exception to the findings. Individuals in Lincoln were quite satisfied with their community and showed a lower victimization rate. Precisely why Lincoln did not conform to the pattern can only be speculated on in this report. It may well be because Lincoln is a center of city, county, and state government as well as the home of the state's largest post-secondary educational institution. Lincoln also includes a number of research facilities. All of these amenities in a moderate-sized city may provide a unique combination with some of the advantages of a really large city with few of its attendent problems.

In summary we can conclude that community size does have an effect on community satisfaction in Nebraska. It is not, however, the only determinant of community satisfaction. Certain personal characteristics which the individual brings with himself or herself to that community also affect the level of community satisfaction. We have seen that age, sex, and income in particular affect both community satisfaction and general life satisfaction. These findings suggest that a move to a smaller town will not necessarily provide greater satisfaction or security nor a move to a large city necessarily lead to dissatisfaction. Therefore community satisfaction is actually a composite made up of both community size and individual background characteristics.

TABLE 1. COMMUNITY SATISFACTION AND QUALITY OF LIFE INDICATORS BY COMMUNITY SIZE.

	Percent Very Satisfied	Percent No Crime	Percent Unafraid	Total Number
Community Size:				
Farm	51%	84%	91%	244
Places under 2,500	50	86	84	449
City of 2,500 - 10,000	43	86	76	245
City of 10,001 - 50,000	43	77	68	292
Lincoln	58	81	59	189
Omaha	38	74	51	450

TABLE 2. COMMUNITY SATISFACTION AND QUALITY OF LIFE INDICATORS BY BACKGROUND VARIABLES.

	Percent Very Satisfied	Percent No Crime	Percent Unafraid	Total Number
Length of Residence:				
0-5 years	41%	75%	74%	205
6-10 years	41	81	68	123
11-15 years	34	78	76	113
16-20 years	45	77	63	78
21 years or more	50	82	70	731
Age:				
17-29	36	74	74	511
30-44	45	78	81	491
45-59	47	82	70	358
Over 60	58	90	59	504
Race:				
White	47	81	72	1776
Non-White	32	77	54	83
Education:				
Less than high school	46	85	64	390
High school diploma	44	80	74	1103
Junior college	49	81	76	86
Bachelor's degree	52	79	70	206
Master's degree	52	73	68	81
Sex:				
Male	44	81	90	360
Female	48	81	57	518
Marital Status:*				
Married	47	80	77	1206
Widowed	56	90	50	243
Never married	31	77	70	280
Disrupted marriages	46	78	64	140
Income:				
Less than 9,999	43	83	61	551
10,000 - 19,999	43	80	75	614
20,000 - 29,999	49	79	78	394
Greater than 30,000	56	78	74	198

*Disrupted marriages include all respondents who are divorced, separated and married living apart.

TABLE 3. INDEPENDENT EFFECT OF CITY SIZE AND RESPONDENT'S BACKGROUND ON COMMUNITY SATISFACTION AND QUALITY OF LIFE.*

	Percent Very Satisfied	Percent No Crime	Percent Unafraid
Total	46	80	71
City size:			
Farm	50	82	90
Places under 2,500	49	84	86
2,500 - 10,000	42	84	79
10,001 - 50,000	43	76	67
Lincoln	61	81	57
Omaha	39	75	50
Age:			
17-29	38	73	75
30-44	42	77	80
45-59	48	81	69
Over 60	61	89	59
Race:			
White	46	80	71
Non-white	42	83	64
Sex:			
Male	45	81	88
Female	46	79	58
Marital Status:			
Married	46	80	73
Widowed	50	81	66
Never married	40	81	66
Disrupted marriages	48	78	75
Income:			
Less than 9,999	40	80	70
10,000 - 19,999	45	80	72
20,000 - 29,999	52	81	73
Greater than 30,000	56	77	69

*The effect of each variable in this table has been statistically adjusted to control for the simultaneous effects of all the other variables in the table.

List of reports already released using data gathered in the 1980 Nebraska Annual Social Indicators Survey. These may be purchased at the indicated price from the Bureau of Sociological Research of the University of Nebraska-Lincoln.

Report Number	Title
1.	Designs, Procedures, Instruments and Forms for the 1980 NASIS. Lynn K. White. Price: $7.50.
2.	Status of Women in Nebraska. Susan Welch and Alan Booth. Price: $1.00.
3.	Congressional District and Planning Region Databook for the State of Nebraska. Lynn K. White. Price: $1.50.
4.	Nebraskans and Their Local Government. Susan Welch and Alan Booth. Price: $ .75.
5.	Migration in Nebraska: Movers and Stayers 1977-79. Lynn K. White. Price: $ .75.
6.	Nebraskans and Their University. David Brinkerhoff and Alan Booth. Price: $ .75.
7.	Nebraskans and Educational Pluralism. Helen Moore. Price: $1.00.
8.	Nebraskans and State Water Policy: An Update. Susan Welch. Price: $ .75.
9.	Food for Thought: Nebraskans Views on the Food Tax and Other State and Local Taxes. Susan Welch. Price: $ .75.
10.	Nebraskans View the Recession. Alan Booth and Lynn K. White. Price: $ .75.